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# THE ASSISTANT LIBRARIAN

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OF MICHIGAN OFFICIAL JOURNAL OF THE A.A.L.

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# THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians  
(*Section of the Library Association*)

EDITOR: D. HARRISON

Central Library, Manchester 2.

VOL. 52. NO. 12

DECEMBER, 1959

## *Ring Out the Old*

1959 has come and almost gone. It has already contained more than its fair share of important events in the library world—and there are still over twenty shopping days to New Year.

We have said enough—some say too much—for one year about Roberts, about salaries, blacklisting and the syllabus. Perhaps the year-end is the time to remember rather the diverse ways in which the A.A.L. has served its members for yet another year.

Besides the Annual General Meeting at Nottingham, and a highly successful Conference at Folkestone, the less spectacular work has gone on behind the scenes involving not only the usual five meetings of Council, but much hard work for honorary officers, tutors, members of Council and others. Publications (including films and filmstrips) and education are activities which produce an obvious "end-product," but there is much financial and routine work besides.

In addition, the A.A.L. Council has lent its collective wisdom to the problems of state confronting the profession as a whole—salaries, blacklisting, institutional membership, public relations—and has proffered its opinion thereon to the Library Association. Our thanks here are particularly due to our able secretary, John Jones, whose task it often is to put over our point of view and who has done it with no small measure of success.

Last year at this time we stressed that, notwithstanding the A.A.L.'s operations in high places, the ground-work of the Association is still carried out in the divisions. We make no excuse for repeating ourselves this year. Our President has been "stumping the country," and this tradition that he should visit as many divisions as possible in his year of office is a vital link between Council and the membership at large.

This is about all we dare say, or the Honorary Secretary will claim that we are poaching on his preserves and attempting—however inadequately—to write the Annual Report for 1959. This we have no intention of doing; rather would we remind members that the Annual Report will appear in the April, 1960, issue of the *Assistant Librarian* and that its publication there is no mere formality. It will be there for members to read.

## *Talking Points*

The National Central Library's 43rd Annual Report includes a complaint that requests are not being handled promptly enough by co-operating libraries. Some delay is possibly inevitable when librarians, immersed in the day-to-day running of their local affairs, have to fit

interlending into a crowded timetable. Some of it, however, is more likely due to the human element. The hour lost here becomes a *day* lost somewhere else if the post is missed; the day becomes two days if the process is repeated elsewhere; and so on. In this matter we are small cogs in a large machine and *all* the cogs must be operating smoothly if a satisfactory measure of efficiency is to be reached.

Last time we mentioned war books it was to question whether the ill-effects of these on the young mind has been exaggerated by some librarians; this comment, needless to say, did not go unanswered. Of recent months, reports have increased that the popularity of war books is, twenty years after war began, on the wane. "Perhaps saturation point has at last been reached," says one annual report. Let us hope so.

Those traitors among us who spend their evenings glued to the television set will have noted with satisfaction that Hancock's Half-Hour is on our side. A few weeks ago, Sidney James made off to the local public library who have, he remarked, "loads of books on the history of this district." He returned with an armful of incunabula that few self-respecting librarians would let out of the reference library. Still, it's all good clean publicity!

This issue of the "Assistant Librarian" includes a shortened version of the paper delivered by Harold Smith at the A.A.L. session of the L.A. Conference at Torquay. Mr. Smith's paper is, of course, reproduced in full in Conference Proceedings, but we are persuaded that publication in the *Assistant Librarian* may reach those whose strong point is not the reading of Conference proceedings.

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# *A New Pattern of Librarianship?*

*by Harold Smith*

**A shortened version of the paper given at the A.A.L. session of the Library Association Conference at Torquay.**

When I began to draft this paper there were two considerations in my mind:—

- (1) That it would have to contain practical suggestions—partly to fend off those who came to scoff and to dismiss the A.A.L. as irresponsible, but mainly because if any of the ideas suggested were one day to be put into practice—and I submit them in the sincere hope that they will be—then it would be the younger members of the profession, for whom the A.A.L. speaks, who would have to make them work.
- (2) That traditionally this was the session where heresy was hoped for—and expected.

With these thoughts in mind I thought it best to go back to the beginning and to the librarian that begat us. And in the beginning was **Edward Edwards**—dedicated, untiring advocate of public libraries, first City Librarian of Manchester, our founding father and patron saint. His views are scattered throughout his works, particularly *Memoirs of Libraries*, 1859, *Free Town Libraries*, 1869, and his pamphlet with the most cumbersome title, *Remarks on the Ministerial plan of a Central University Examining Board*, 1836. From a consideration of these and his evidence before the 1849 Select Committee on Public Libraries it is reasonable to assume that he thought of the public library as an educational force in society. And in passing may I say that we have come a long way from Edwards' view of libraries performing a constructive role to the antics of some of our colleagues who spend an inordinate amount of time on what are euphemistically called "extension activities." Extension of what, I often wonder. Certainly not of librarianship. I do not profess to know the reason for the diversified nature of some public librarians' interests extra to their professional duties it *could* be insufficient work) but I do know that I find it hard to approve of them, for they are un-book, un-library, time-consuming interests. I have a feeling that librarianship harbours too many coin and butterfly collectors, too many symphony concert organisers, too many tame archaeologists and pet antiquarians, diggers, potters and fossil hunters—and not enough single-minded book-directed librarians.

I wonder what went wrong and where it went wrong that a century after Edwards we are still talking about "function" and "purpose," and among us there is still not a generally accepted view of the role of the library in society. Edwards, if I read him aright, had no such doubts. To have advocated, 100 years ago, systematic inspection of libraries, "courses of bibliography . . . for the training of librarians" (which Thomas Greenwood rightly interprets as library schools), local collections, commercial libraries and stock specialisation do not betoken a man who would be a fiction issue chaser.

But whatever went wrong and whenever it went wrong, now is the time to put it right. In the age of the Scientific Revolution the library service must cease being a recreational adjunct only, pleasant for a com-

munity to possess but not indispensable to its being, and it must adopt a positive informational and educational role. If public libraries do not act as a nationally integrated bibliographic service then I rather fancy some other agency will be fashioned to do so.

But first things first—**education**; the education of the librarians who are going to administer this new and better library service. And *to-day*, library education means library schools. This means an end to part-time training and to correspondence courses. I must repeat that I speak personally and not for this Association, but I imagine that given the right conditions the A.A.L. would be content to end its correspondence courses. It has done its stint these many years and made an immeasurable contribution to the education of the profession. Now it is time for a more adequate and satisfactory method to take its place. Library schools are one of our major post-war achievements, but they are in danger of becoming involved in parochial ambitions. To establish one within the area of this or that educational authority seems to be regarded as a pennant of prestige. I submit that fewer, larger library schools should be our aim. Leaving out the University College School of Librarianship with its special role, there are nine full-time schools with a current average annual intake of 250 registration and 20 finals students. Larger schools would give larger teaching staffs, the possibility for students to take specialist classes, particularly in literature, a greater fund of differing experiences to be shared by both staff and students, more feeling of belonging to a school rather than to a class and perhaps a wider range of equipment for demonstration purposes.

I would suggest, and with the vested interests of the tutors now deeply entrenched, this is going into the lions' den, that we need only two full-time library schools to cope with our present student intake. One to cover the South and the Midlands, and I think London is the obvious choice, the other to include the North up to the Scottish border, and I think Manchester is the best choice here. (There may be a case for a separate Scottish school, but I am not convinced). In London, I think a central establishment is needed, and I can think of none better than The Polytechnic, Regent Street. Sited near to the heart of London's book and library-land, this is a great progressive educational institution and a worthy home for a London library school. Manchester's well-established school is part of the Manchester College of Science and Technology; it has had the largest number of finals students to date and Manchester has probably the largest concentration of libraries after London—there are some 140 within 15 miles of the city centre.

From the librarians to the libraries and so to **Roberts**. I have read the Roberts Report and much of the discussion which has arisen, and I am still not convinced that it is the report we had hoped for or the report we needed. Perhaps Roberts was produced too quickly, perhaps the terms of reference were wrong (although they seem wide enough to me), perhaps the members of the committee wanted to produce what they considered was a practical, realisable report—I don't know. What I do know, and this is a feeling shared by a good many people, is that I have a sense of being let down. After Kenyon, after McColvin, this is meek and mild stuff indeed. But there are some good features in the Report which, incidentally, got a very favourable press—for a short time libraries were news. The most important of these are that the Report tries to rid the library service of the small, uneconomic unit; it suggests

that the "Minister of Education should exercise a general responsibility for the oversight of the public library service," and that he should have two advisory committees to assist him; it advocates that libraries should become a statutory service and, most contentious of all, it introduces the idea of a minimum book fund. Now these are good points and provide the basis of some progress, and I expect most of us thought that with a little luck and a little lobbying a Libraries Act might yet reach the Statute Book. We had reckoned without the A.M.C. These *library Luddites* have produced a document which is one of the most backward-looking in the history of libraries and if the Minister listens to the A.M.C. when he is drafting a new Libraries Act, then we can say good-bye to a British library service which contributes something worthwhile to the life of the nation. We read that the A.M.C. "Will oppose attempts by the government to lay down standards or interfere with the way in which they administer a service," they *reject* the idea of the Minister of Education having oversight of the public library service, they *reject* any thought of a minimum book fund and they consider that authorities with populations of 20,000 and above should be public library authorities. 20,000 ! What do they hope to provide from the book fund of such an authority—comics? They then wish to ossify public library development, for they suggest that "the pattern of library provision thus established should not be subject to further review for 15 years." In face of this onslaught by the backwoodsmen, it behoves us all to be on our guard and not to let the Roberts Report be smothered.

**Inspection** appears to be the obsessional fear of some librarians. Why do many librarians, particularly those in charge of smaller libraries, reject the idea of inspection? We have had it in schools for a long time now; why not in libraries? Surely the reason for this fear is simple and uncomplicated. Bad libraries of whatever size fear inspection. And because of the economic facts of life there are more bad small libraries than bad large libraries. Let there be no specious arguments about the rights of small authorities—the condition of the libraries of some of these authorities denies them these rights. I know that there are many bad large authorities but they have it within their power to provide a good service—**FOR THEY HAVE THE MONEY**—and they should be compelled to do so. Small library authorities just haven't the money to provide a satisfactory modern library service. Many of our colleagues do wonders, perform miracles on inadequate book funds, antiquated buildings and insufficient staff—in fact, as a make-do-and-mend-do-it-yourself profession we must rate pretty highly.

And now from the local to the national and the international. And where better to start than at the **British Museum**, which *should* be the heart of our library service? We are all quite fond, and a little proud of the Old Lady of Bloomsbury—and wish that we could be more proud of it. After all, it is *still* probably the greatest national library in the world. How does it measure up to its responsibility? I am afraid that in general the answer is—it doesn't. Take, for instance, the ceremony of getting a reader's ticket: a form has to be signed and countersigned. You return with the form and cannot find the registration room—it is tucked away in the recesses. You trek down a corridor some 20 yards long and full of the most odd looking statues—nothing to do with libraries, of course—and present yourself to a Cerberus-like porter who unlocks, with a key about 6 inches long, a narrow door about 20 feet high. You enter another corridor, this one about 10 yards long and

obviously the final lap. As you pass through the holy doorway, which is closed, perhaps even locked, behind you, Cerberus rings a bell to announce your coming. At the end of the corridor you present yourself, together with signed, and countersigned, form, sign a register and get your reader's ticket—which lasts for one year only. The Reading Room is then yours—Monday to Saturday only, 9 a.m.—5 p.m. (and no books to be applied for after 4.15 p.m.!)—no evenings, no Sundays. Average delivery time for a book—45 minutes in my experience. Need I add that Edwards *a century ago* advocated the evening opening of the Reading Room. As a contrast, the Library of Congress in Washington is open week-days 9 a.m.—10 p.m., Sundays and holidays 11.30—10 p.m., and closes only on July 4th and Christmas Day. Delivery time for a book—20 minutes, the books tell me. The Lenin State Library in Moscow does even better. They are open 9 a.m.—11 p.m., and as far as I can discover there are no days on which they close! Delivery time for a book—10 minutes!

Lest you think that my view is too critical let me quote from the Fifth Report of the Standing Commission on Museums and Galleries which covers the period 1954-1958. We read that the "Catalogue of Additional Manuscripts is 33 years in arrears, the Department of Printed Books has no more space for readers than it had one hundred years ago . . . [there is] no restaurant accommodation for the public and [there is] no proper space for the Works Department." Why do we fool around like this? This is not the library of an impoverished parish.

As a contrast, let us talk about the **Library of Congress**—vibrant, dynamic, bustling—the active centre of the whole American library system. One reviewer wrote recently of the annual report of the Librarian of Congress that it was "an exciting document . . . recommended reading for all librarians." (Can you imagine anything *exciting* coming out of Bloomsbury?). The Library of Congress has the two largest buildings in the world devoted exclusively to library purposes, and a staff of 2,459, which is quite considerable—even allowing for its different structure and its particular responsibility to Congress. The British Museum has 880 of whom only 250 are directly employed in the library departments—I expect the others are employed looking after those odd-looking statues in the corridors. The achievements of the Library are numerous—the creation of a classification system, the production of a printed card catalogue service (although I think the B.N.B. is better), the publication of a massive printed catalogue and supplements and a never-ending succession of bibliographies, catalogues, guides and manuals to help libraries and librarians all over the world.

Lastly in this comparative table—the **Lenin State Library**, Moscow—the principal library of the U.S.S.R. This has a staff of 2,000, of whom 1/5th are administrative and the remainder are employed on library duties. It seats 2,000 and this figure is shortly to be increased to 2,500. It claims to have the largest library building in the world. (They had better argue this one out with the Americans!). It has a Central Bibliographic and Reference Department and a Library Seminar and Research Department which studies classification and cataloguing, advises librarians on techniques, conducts courses in librarianship, issues text books, bibliographies, guides and manuals. As with the Library of Congress, the reports one reads about it breathe vitality and abundant energy.

What of Soviet librarianship in general? Thomas J. Whitby, Senior Subject Cataloguer at the Library of Congress, speaking at the University

of Chicago Graduate Library School Annual Conference on *Iron curtains and scholarship*, said:—

"As librarians, you and I realise how vital a role libraries and bibliographic services play in the accumulation and furtherance of knowledge. I venture to say, therefore, that one of the sources of Soviet strength to-day is the structure of its libraries and bibliographic services."

Would anyone say this of British libraries? Unfortunately NO! The Russians are conquering the skies and the heavens while we are wondering whether *Lolita* is going to be published this autumn. In the same paper, Whitby mentions the All-Union Institute of Scientific and Technical Information with its gigantic abstracting services—7,000 foreign and 1,000 Soviet periodicals from 78 countries and in 40 languages, a staff of 1,500 abstractors, editors and translators. Lavish support indeed for libraries!

What is the lesson that we as British librarians can draw from this? It is that Russian technological ascendancy is no miracle but is based on well organised, adequately financed and obviously competently staffed scientific libraries. *The technological know-how does not come from nowhere*—it is the product of the ingenuity of the human mind linked with the effective organisation and exploitation of human knowledge.

I would like British libraries to play the same role in this country. But we still don't know enough about Russian libraries—at first hand. There is a constant stream of British librarians to the United States, but until Mr. Pottinger's forthcoming visit, I think there have been only two visits by British librarians to Russia—Mr. Cashmore over 20 years ago, and Mr. Richnell in 1953. If we have something to learn from the Russians, let us not be proud.—Let us go and learn it.

To improve their national library service the Americans had Herbert Putnam and the Russians had a revolution. Well, each according to his taste. I hope that the British solution will be a new all-embracing Libraries Act, which will weld together all the different elements which together constitute the British public library system. But as a short-term programme let us first do something about the British Museum—let us shake it up. It needs:—

(1) An increased grant so that it is not at a disadvantage in the book auctions of the world for important books, so that it can buy all the technical equipment—cameras, microfilm readers, etc., that it requires, can add to its professional staff and remain open longer in the evenings.

(2) A Department of Reference and Bibliography to be erected which will be responsible for the production of such bibliographical aids as the profession needs. There was and is a need for a periodical indexing service—and yet both Cleaver Hume and Iota failed. I think the lesson here is that only a publicly sponsored service can succeed. We need a national indexing service that will produce, as a beginning, two cumulative

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periodical indexes covering (1) science and technology, and I imagine this could be done in conjunction with the D.S.I.R. and the Science Library; (2) humanities. I suggest humbly—for I am a member of the L.A. Publications Committee—that this could supersede the L.A. Subject Index to Periodicals about which I have never been happy. I would like to incorporate completely and not half-heartedly as at the moment, the whole B.N.B. organisation into this new Department of Reference and Bibliography. I am full of admiration for the B.N.B. staff which appears the equal of any situation whether a new classification scheme or a printing strike. B.N.B. is one of the great achievements of British librarianship and I think the Wellsian band would have a beneficial effect on the B.M. if they joined them.

(3) To speed communication between the B.M. and the large libraries, *Telex in the B.M.*, in all the regional bureaux, N.C.L., S.C.L., Science Library, Patent Office Library and in those libraries which have come to be regarded as regional reference libraries—Manchester, Birmingham, Glasgow, Liverpool, Sheffield. Manchester, as befits its pioneering tradition, installed Telex in 1955. In four years no one has followed. It wouldn't really be so expensive—a machine costs £3 per week to hire and some of you spend more than that on Micky Spillane.\*

(4) Recruitment to the Library staff open to all chartered librarians, with an emphasis on professional experience rather than on academic background—the British Museum must come out of the university cloisters and catch up with life.

(5) An immediate building programme to end the inadequate stack space, to house the books more satisfactorily and speed the delivery of books to readers.

All this, *particularly the building programme*, will cost money—a lot of money, but I consider that it is a matter of national importance. The leisurely ways and days are over—to-day more than ever before KNOWLEDGE MEANS SURVIVAL. When I read that a worthwhile plan or idea has been abandoned for lack of money I think of the words of *C. P. Snow* in a television interview. He said:—

“What frightens me most about this country is that if anything is suggested which is both necessary and desirable it is immediately thought to be impracticable.”

In the public library sphere we must have introduced as soon after the election as we can a new **Libraries Bill**, including as many of the Roberts Report recommendations as are feasible. This is going to involve some delicate negotiating, but we cannot afford to wait too long—or the Report will fade from governmental memory.

These are some of the things that have concerned me about the British library scene. There is, or could be, a fruitful, expanding future for our library service but to get it was shall have to be unceasing in our efforts to persuade our rulers to give us the money. I should like to end with the words of a very great Englishman whom the President mentioned yesterday—William Morris. Here was a truly *great man*—poet, artist, craftsman—but above all—a fighter. And in one of his addresses there are some words which are very applicable to the work that lies ahead of us: “Intelligence enough to conceive, courage enough to will, power enough to compel . . . and then, I say, the thing will be done.”

\*We understand that Sheffield is about to instal Telex—Ed.

## *The Interviews of Henry Clayhew*

HENRY CLAYHEW spent his first working years as a Library Assistant, but his father-in-law insisted that he join the family business in order to keep his wife in the manner to which she was accustomed. Lately, on his travels as a ladies' underwear salesman, he has taken one of his tape recorders and interviewed a number of librarians. Below is a transcript of his first two interviews:—

### 1.—THE JUNIOR ASSISTANT.

I first spoke to a pleasant, fresh-faced lad of medium height, his face a little raw from unaccustomed shaving. He was quietly dressed as becomes a minor official, but his tie showed an adolescent taste in colour. His crowning glory, a startling quiff.

*Do you like your job?* Yeah, it's all right, but I'd rather be a psychiatrist. *Why?* Well, I just been reading about Frood (Freud); 'e don'tarf get some 'orrors told 'im; better'n Quatermass.

*Why did you choose Librarianship?* Well, it seemed a good sort of job to do, not much money, but not much work either. I like books an' I like people, and my Dad seemed to think it was a cushy number.

*Is it as you imagined it would be?* Not really; my feet ache in the evening and we really earn our money on a Saturday, I never thought so many people used the library. Got no complaints though, except all this furniture shifting. My Dad says I didn't ought to do it, but I never take any notice of my Dad.

*Are you going to qualify?* 'Spose I will, but I can't see why all this fuss is made; it's not like being a doctor or that is it? I can see why you 'ave to know all about 'ow to run the place, "Admin.," they call it, but as for the rest it seems daft to me. Look at her (a colleague); she's been going round all day saying "nothing before something." They're just pretending there's more to the job than there is to get whacking great salaries. At least, that's what my Dad says and he's on the Library Committee, so he ought to know.

*How do you get on with your colleagues?* Oh, they're all right, but some of the girls are a bit straight-laced, no lipstick or nothing, but they're all right for a lark. They tied old Jim's boots to the chair when he fell asleep in the staff room one tea break.

*Is the pay good?* Well, you get enough to live on; look at 'im (the Senior Assistant), he's getting fat enough on it. Though I 'spose I shall feel the draught when I start buying my motor-bike. See, I got an idea; when I get my motor-bike I can take books around to all the old people and that. I could 'ave a chat with them and keep 'em happy. I like talking to people, I like talking to you 'cos you listen—nobody else does; particularly 'im (the Senior Assistant). All they do is shut me up, but you're not like that, you take it all in, I always knew I was good at talking and I could . . . Hey, where are you going!?

### 2.—THE SENIOR ASSISTANT.

Tall and thin, he continually made nervous gestures with his hands. His clothes appeared smart at first glance, but a closer look revealed the darns and patches.

*Do you enjoy being a librarian?* Oh yes, but you've got to keep at it.

*Do you find your job exacting? Oh Lord, no! I even manage a few extra activities; you know, NALGO Executive, A.A.L. Divisional Committee; I tried, unsuccessfully, for A.A.L. Council Under-30. Even tried for the Branch Committee, rather cheeky really. Nearly lost a good friend, too. He was told that he showed signs of irresponsibility for having had the impertinence to nominate for Branch Committee somebody who was not sufficiently senior; I ask you! I write for the journals also, no difficulty in getting into print; used to work for . . . . who is the editor of " . . . . " works like a charm.*

*Have you ever been short-listed for another job? (He laughed cynically). I'll say—same old faces turn up time after time. Gradually they go until you know that you are pretty well next. Not all are promoted; some drop out because they can't stand the pace. I know some who have gone to County Branches in the pleasanter parts of England. A sort of semi-retirement, not too bad on Grade I. Some of the more ambitious manage a Deputyship on Grade II, and are now waiting for the chief to drop dead. Wouldn't put them past soaping the back stairs. To get past Grade I it's essential to keep pressing on. Even if it means working in the Black Country.*

*After Grade II, what then? Graduates falling over each other in the queue and blacklegs hopping in through the back door.*

*You make it sound like a Rat Race. Well, if it is, it's a dignified one, and oddly enough, friendly. I have only found real bitterness when it has been an "inside job." Nobody enjoys a 200-mile journey for that.*

*Would you be a blackleg? No, though I have often been tempted. After all, you don't lose much. Even NALGO doesn't take any action, and the L.A. is scared of libel. How can a librarian get the money to fight a libel action? NALGO probably. (Again he laughed cynically, and departed for his coffee break).*

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# Conference in New Zealand

A report on the 1959 Conference of the New Zealand Library Association.

by Derek Fielding

Deputy Librarian, Auckland University Library

I had not travelled on a New Zealand railway until I made the 400-mile trip to Wellington. Any idea which I might have entertained about seeing some magnificent scenery was killed instantly when I discovered that it was only possible to travel from Auckland to Wellington overnight. This I did in a narrow-gauge railway carriage of truly Victorian luxury—we all had individual seats, and the backs could be tipped for sleeping purposes. I was mystified when every passenger boarded the train armed with at least two pillows; I discovered the reason later as my head thumped on the bare upholstery.

In Wellington, the only flat land is that which has been reclaimed from the sea. The hills rise abruptly from the shore, and houses cling precariously to the ridges. From high up, the harbour must be one of the finest sights in the world. It is a huge circular inlet with just one small entrance, through which the ocean liners sail, looking like toys to a spectator on the hillsides. On the northern edge of the harbour lies Lower Hutt, the nearest approach to an industrial centre one finds in New Zealand. It is also the location of one of the most attractive library buildings anywhere, even to one who was brought up with Sheffield's Manor Branch.

A perilous journey by scenic tram took me on Saturday morning to the Victoria University of Wellington. Here were gathered together in Conference for two days, the Librarians of the four universities, and their Deputies. This was S.C.U.L. (the Standing Committee of University Librarians), an unofficial body, but one whose meetings were very profitable.

The N.Z.L.A. Conference itself took place in Wellington Town Hall. This was a meeting of friends, new ones for me, but for the rest renewals of personal acquaintance, possible only in a small profession in which nearly everyone at some time appears to have worked with everyone else. Even to a stranger like myself, many seemed like old friends because I had corresponded with them frequently in the course of duty.

And what of the conference topics? Well, much time was spent on one which will strike a chord back home; how many local councillors should have a right to sit on the N.Z.L.A. Council? It appears that such local authorities as provide money for libraries here are not content for librarians to run the Library Association, and they have taken umbrage because no local authority representatives have been elected recently, to Council. An "Activities Committee," set up by Council to consider this and other matters, made proposals that the Local Authorities Institutional Members should elect four Councillors (the total number of Councillors is 17). Feeling ran high, but a compromise resolution passed the buck back to the "Activities Committee."

The "Professional" Section meeting will be envied by our friends in the L.A. It discussed primarily salaries. For some years it has been engaged upon drawing up a complete and universal salary scale for libraries. The result to date is a very intricate document, and most

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speakers prefaced their speeches by "I don't understand the scale but . . ."

At a meeting of the "University and Research" Section, we, too, discussed salaries, and also university calendars (union list of and preservation plan for) and paper bags (for interloans). Two university librarians described visits to that promised land of University librarianship—Australia, where bookfunds and salaries are high, and buildings are rising.

The most profitable meeting of all was the unpromisingly named "Combined New Zealand and Archives Seminar." Here bibliographic business was really done. There were comments on the "Union List of Manuscripts" which is being compiled. Progress was reported on a bibliography of New Zealand publications from 1890 to the present day. Plans were made for indexing New Zealand periodicals prior to 1940, in which year the current annual index began. There was fruitful discussion on revising the Union list of newspapers, published in 1938, and now vastly out of date. Here were the bare bones of librarianship, and it was a pleasure to come in contact with a group of active practitioners.

As I dozed on the night-train back to Auckland, I reflected upon my first New Zealand Conference. There had been a stirring and thoughtful address from the President, on which occasion a *cabinet minister* attended and spoke. The Mayor had entertained us lavishly, moving among his guests easily and informally. Above all, the "great people" in our little library world had proved to be friendly, uncere-  
monious and kind.

#### **A Short Cut**

It is a pity that Miss Barnard and Mr. Cave, in their difficulty over a periodical abbreviated as *Cah. Pédag* ("The Long, Long Trail," *Assistant Librarian*, October) did not think of writing to a library specializing in the study of education—e.g., the Ministry of Education or the nearest Institute of Education. At the very least such a library could have given particulars of two periodicals entitled *Cahiers Pédagogiques* from Unesco's *International list of Educational Periodicals*, and several locations in this country for one of them. Failing all else, the Librarian would have referred Miss Barnard and Mr. Cave to Unesco's Educational Clearing House as a certain source of further information.

C. B. FREEMAN, *Librarian, Institute of Education, Hull.*

*On the other hand we would have had no article, and "The Long, Long Trail" was a good example of the trouble which we much maligned librarians sometimes take.—ED.*

#### **Another Logical Conclusion**

One of the younger generation was quoted in the September *Assistant* as visualising a library service so efficient that it would obviate the need for the human race, and in particular schoolboys, to have to rely on memory. In contrast, Mr. R. D. Carter, Librarian of the Royal Institution of Chartered Surveyors, has sent us the following extract from the *New Yorker*:

"Two men . . . objected to making any appropriation for a library. Grayeski suggested the library might be just a passing fancy and only last three to five years.

"He said the library costs would increase every year and then added: 'We ought to nip this thing in the bud.'

"When someone said libraries are useful for school children he asked, 'What kind of schools do we have if they ask such questions that children have to go to a library for the answer? They must be slipping or outdated'."—Levittown (Pa.) Times.

## *A Brief Guide to my Library*

*This F.P.E. Student's Essay appears by kind permission of her Tutor*

On entering the library main door, on your immediate left you will see the Junior Library (I use the title in preference to "Children's Library," as no one in their right mind would call people of twelve and over "children" nowadays). This is a library set aside for those of fourteen years and under, and suitable books are included for those who cannot read! Continuing from the main entrance, on your left again you will see the most important place in the library and what you have been looking for since you came in—i.e., the ladies' and gentlemen's toilets. A word of warning before you hurry down the steps—we can give no guarantee that you will be able to get in or, once in, out again. The locks are faulty and it would mean another penny on the rates to put them right. Beyond these important down-going stairs, you will see some going up, which lead to the Reference Library, a shrine of knowledge presided over by two ministering angels who will be able to give you any information which you seek and quite a lot which you don't want as well. Back downstairs you will see before you arranged in a semi-circle, stacks of books numbered from left to right, from four hundred to nine hundred. On the back wall, again from left to right, are the lowest numbers from one hundred to three hundred. You will find this completely bewildering at first, and probably later too, but if you can count you should be all right as there is a guide on top of the card catalogue which is supposed to explain all. Bearing right (but not too sharply or you will find yourself behind the counter, floundering knee-deep in returned books) you will come upon the fiction section which, just to make everything completely bewildering, is arranged alphabetically by author. Staggering unhappily to the counter, you will now do what you should have done in the first place—ask an assistant.

VALERIE J. MASON, *Hove Public Libraries.*

*So that's how it looks to a starry-eyed junior. And we always thought this sort of outlook came from years of bitter experience.—ED.*

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## EXAMINATION SUPPLEMENT

*Edited by E. F. Ferry*

# FIRST PROFESSIONAL EXAMINATION

As the First Professional Examination is now old enough to have overcome most of the initial quirks and cranks to which such things are prone, this seems to be a suitable occasion upon which to devote an entire edition of the *Supplement* to a discussion of the questions set in November, 1958. At the time of writing, the results have not been promulgated, but, at the risk of incurring the wrath of candidates, one may say that the papers were reasonable in all respects. It seems that the examination has settled down in its proper perspective—a preliminary gallop in preparation for Registration. If we are to accept this, then the summer pass figure of 41 per cent can hardly be regarded as satisfactory. At a guess, it would seem that some assistants are still attempting what is, after all, a *professional* examination without adequate preparation, or too early in their careers, or both. Nobody in their right senses would expect 100 per cent success, but we should be able to look forward to more convincing results than this. There are too many facets of this question to discuss here—but perhaps I may have the opportunity to argue in various parts of the country during the coming presidential year.

We have not attempted to cover every question in this supplement. Those which can readily be checked in text-books have been deliberately ignored in order to devote more space to questions which called for opinion and judgment. It might be as well to reiterate the warning that contributors have sometimes attempted to cover every point, and in doing so have taken far more time and space than is possible under examination conditions.

With this edition, I hand over to Frank Atkinson, whose Christian name typifies some of the comments he has made on educational matters during the last two or three years. I suppose this is a case of being hoist with one's own petard, but I know Mr. Atkinson well enough to have confidence in his ability to introduce a new and lively note to the *Supplement*.

It is my pleasant duty once again to record grateful thanks to all those contributors who have made this task so easy over the past three years, and to those who have helped to produce the present set of answers—Miss L. E. Howlett, Messrs. D. P. Mortlock, J. M. Orr and W. H. Snape.

### First Paper LIBRARIANSHIP : PURPOSE

Q.2 *Describe how the work of an assistant in a public library differs from that of an assistant in one of the following types of libraries: (a) university, (b) industrial, (c) learned society.*

(The following notes attempt to draw a comparison with all three types of libraries).

The public rate-supported library offers a service to the residents in a local government area. These people will comprise a cross-section of society, containing persons who might well be members of any other type of library. Because of this the services offered by, and thus the probable work of an assistant in, a public library will be similar to that of any other type of library. However, whilst fundamentally the same there may be a considerable difference in degree. One decided difference from the three to be compared for the purpose of this question is that the public library caters for children, and the staff must organise a service for them and undertake the work which that entails. In addition the assistant in a public library may be called upon, at some time in his career, to perform any of the duties which assistants in the other three are engaged upon. That is—to a greater or lesser degree.

The materials he will handle will be the same. In the libraries of universities, industrial firms, and learned societies, however, there will be a greater number of foreign acquisitions and language qualifications are often demanded of the staff. They will also buy more specialised works which the public library might well leave to inter-library co-operation schemes. The staff may need to have special subject qualifications. More periodicals will be taken by these libraries than is usual in a public library. This is specially the case in industrial libraries where the emphasis is on up-to-date information. An assistant here will be required to organise special loans schemes for this material in addition to indexing and abstracting services from them. Micro-texts are being more and more used by these libraries creating different storage and usage problems for the staff.

Discarding of material will be greater in a public library, though it may be high in industrial libraries.

Classification and cataloguing of materials are common to all; the university library and the learned society library regarding the author catalogue as the more important, whilst the other two emphasise the subject catalogue. The assistant in an industrial library might well have to acquire a knowledge of a special classification scheme.

Assistants in a public library will find more of their time taken up by lending services, and they may need to operate this service from a mobile library, a feature not found in the other types. Different systems of charging will be found varying from the simple ledger system in a low issue industrial library to complicated photo and punched card systems of high issue public libraries. Postal lending may be more prevalent in a learned society library, though perhaps no more so than in some county library systems. The work connected with the ancillaries of lending services, fines and overdues, will be of greater volume in a public library.

Of reference services, probably the reverse is true. The public library assistant will probably spend less time on this work than those in the other three. So much of this type of work is done by the industrial library that assistants are often termed Information Officers.

Personal service to readers will be less freely given in a public library, not because it is less necessary, but because the assistants seldom have the time to offer it, and because it may not be demanded so often. On the other hand assistants in a public library will be engaged more often with display work and publicity ventures of all kinds.

**Q.5 What qualities would you say are really necessary to make a really competent library assistant?**

No person can make a really competent library assistant unless he or she has reached a reasonable educational standard. This is the main quality necessary, a fact recognised by the Library Association which insists on a minimum of 5 "O" level G.C.E. subjects from persons intending to sit its examinations. Apart from examinations, the work undertaken by assistants, both professional and non-professional, in libraries is of sufficient complexity to demand a high standard of intelligence. The task of finding a "lost ticket" in the Brown

charging system can, at times, be anything but easy, to give one example of what is usually considered a non-professional task. On the professional level a wide educational background is necessary, with, perhaps, special subject and language qualifications. Professional assistants will have to deal with the most esoteric works and readers. The wider their knowledge, the more capable they are of being the link between the two.

Other attributes, not necessarily connected with educational attainment, will be important. Of these the most valuable is memory. Only a very great feat of the memory can absorb a small portion of the bibliographical coverage of recorded knowledge. An inquiring mind is of value as a spur to the memory and advancement of personal knowledge.

Dealing with vast quantities of books and other materials demands method, order and exactness. A methodical mind, tidy hands, and exactness in procedure are desirable attributes. Most positions in librarianship have a starting and finishing time. Punctuality is necessary in all public departments; in others it may be of more importance to see a job through to completion despite what the hands on the clock say.

Personal attributes are also of some importance. Politeness to readers and other members of staff costs nothing and can be of inestimable value in public relations. Patience, too, is of some consequence, though often more difficult to attain. It may be necessary when dealing with a particularly irascible reader, or a particularly elusive reference query.

Personal tidiness and dress sense are valuable qualities. First impressions are often lasting impressions, and whilst the clothes may not always "proclaim the man," the majority of the public think they do.

*Q.6 Do you consider that no child should be allowed to use a public library until he has reached a stipulated age?*

It is preferable that children of all ages be allowed to use the public library service. The Public Libraries Acts place no restriction of age on those who are entitled to become members, the choice being left to individual library authorities. All of these will allow children of seven years and above to become members, but below this age there is no universal rule. Some require that the child should be attending school, whilst others offer a service to the pre-school child.

The only argument for restriction by age worth considering is a financial one. The service to young children is costly. The books themselves can be expensive, but more so is the processing time, particularly when it is compared with the short time the book is likely to survive the careless use it will undoubtedly receive. Many libraries attempt to overcome this by issuing books to young children on special parents' tickets, thus making the parent directly responsible. This helps to some extent, but it means that children whose parents are not members of the library will be denied a service.

The fact that no other library service is available to the pre-school child must be faced by public libraries. That they almost certainly cannot read is of little consequence: illustration collections are provided for adults, why not for young children? The provision in school libraries for the 5-7's is normally much poorer than can be provided in the public library. The child who wishes to use books other than those text books provided at school should be encouraged to the fullest.

The problem of the reluctance of adolescents to use the public library service is one which is continually being debated by librarians. It may help if librarians make sure that children are library conscious before reaching this age. By allowing them to join at an early age the library shows its intention of catering for their needs, and, from then on, by giving as much personal attention as possible, converts are made.

It might be claimed, too, that only in the early years can the child be properly trained to take care of books. Denying them books at an early age because they do not take care of them is merely postponing the problem.

The story hour is now firmly established as a feature of public library service. It is the young child who gains most from this and it would surely be wrong to withhold books from him whilst inviting him to story hours.

To sum up. All children should be allowed to join the public library service, whether under parental guidance or no. The cost of this service must be faced by library authorities as an essential part of their duty to the residents in their area. Of all types of library service the public library is the evangelist. Evangelism starts with the very young.

## Second Paper

### LIBRARIANSHIP : METHODS

*Q.1 A public library is supported by public money. Explain how this money is obtained, allocated, and its expenditure controlled.*

A public library's income is derived almost entirely by the rate levied by the local authority, unless it is an endowed library. The value of all property in the area is assessed by the local authority and for every pound of its value a certain sum is levied. This sum is fixed according to the authority's estimated expenditure for the ensuing year, e.g. a payment of 19s. for one pound of the total rateable value of the area. Of the total sum derived a portion is allocated for library use. In addition to this a very small percentage (perhaps 5 per cent.) of library income may be derived by sale of library publications, letting of rooms, sale of waste paper, etc.

The amount to be levied by means of the rate is the total of the estimates submitted for the year by each department of the local authority. Thus the sum allocated from the rate is the sum of the final estimate. The chief librarian draws up an estimate for the libraries committee; this committee, after passing the estimate submits it to the finance committee, which may make adjustments. The revised estimate is then submitted to the council for final approval.

In drawing up the estimate the librarian considers the following items: stock (purchase and binding); buildings (maintenance, furnishing, insurance, capital debt); maintenance of service (wages, salaries, insurance, equipment, stationery, postage, telephones, cleaning equipment).

Expenditure is controlled by keeping a record book. In this is a separate sheet for each item of expenditure, each being sub-divided by branches and departments. As accounts are submitted the amount is entered in the appropriate column so that by subtraction from the sum allocated for the year it is seen how much remains in hand for each branch or department until the 31st March.

*Q.2 How would you ensure that each assistant in a library comprehended and performed his duties?*

When an assistant commences work in a library he will need considerable instruction in order to comprehend his duties: the method will vary according to the size and nature of the library. In a large or medium-sized public library system it is possible to organize a training scheme whereby each entrant spends a short period (perhaps a week) in each department: lending, reference, children's library, cataloguing department, branches. Thus the heads of departments are able to explain the scope of the department's work and to initiate the assistant into his. By the end of the training period he will, of course, have forgotten the details, but when allocated permanently to one department, his memory will be refreshed by day to day practice under the instruction of a senior assistant.

In a small library, e.g. a county branch, it will not, of course, be possible for trainees to circulate in this fashion, so of necessity the assistant will learn as he works, by verbal instruction from the senior staff.

In a large department or branch one or two items of work will occupy each assistant for the entire day. Here it is important that assistants should exchange duties regularly so that, with the passage of time, each assistant will have learnt by practice the entire range of a junior's work.

A work diary should be kept. In this the senior assistant enters, each day, under staff names, the duties which each must perform, together with incidental items which need attention. The staff then mark off each item as it is completed, and a check is thus kept of all work performed.

*Q.3 Compare the service offered by a mobile library and a permanent branch library.*

Before answering this question it is necessary to define "permanent branch library." Even a county deposit library in a village hall opening once a week is permanent in the sense that it is a regular service at one service point. Again, permanent buildings may vary greatly in size and suitability; one Scottish borough combined its public library and public lavatory in one building. The vestibule was spacious, but the library area hardly adequate.

So, for the purpose of the question, we will assume that the "permanent branch library" is in the local authority's own building, has its own permanent stock, and consists of lending, reference, and children's departments.

A mobile library may cover a large rural area or several areas in a town where it is not practicable to provide a permanent building. In either case the hours of opening at each stop are very limited.

The stock carried by a mobile library will be smaller than that of the permanent branch, but this may be advantageous to those who read for recreation since a small stock frequently changed from headquarters stock provides more variety for a small reading public than would a larger permanent stock. The smaller the stock, however, the greater the number of enquiries for specific books and subjects is likely to be. The student, too, may find that a permanent branch can draw on central library specialist stock more quickly than a mobile service can distribute such books when obtained from headquarters. Moreover, a permanent branch of some size would have a certain amount of students' books in its own stock.

The mobile library would not be able to provide reference library or reading room facilities, although a few quick reference books might be carried.

There would be a proportionate number of children's books in the mobile library, but the extension work of a permanent branch junior library which gives impetus to work among children would not be possible.

*Q.4 Outline a routine for handling requests received from the Regional Library Bureau. Indicate the type of library you have in mind.*

When a regional bureau request is received at a public library the records are checked to ensure that the book is still in stock as there is some time lag between discarding a book and the alteration of the bureau records.

Assuming that the book is in stock it is sought first of all on the central library shelves; if a copy is in a branch, the request is passed on to the branch. Should no copy be immediately available it would be better at this stage to forward the request to the next library on the rota. (The form will bear a list of numbers, each representing a library, and each one participating in the scheme will have a key to the numbers). This procedure might procure a copy more quickly. If, however, the receiving library is the only one, or the last, on the list, the book must be stopped in circulation. This is a simple matter where the Brown charging system is in force, but if photo-charging is used there is no means of tracing the book until it becomes very overdue, and returned books can only be intercepted by checking each one by the reservation list.

Under the Brown system the issue check would be followed by a check of the files of bookcards for books sent to binding, or which are temporarily out

of circulation for one reason or another. Again, in these circumstances it would be better to pass on the request or return the form to the bureau for a decision regarding the next move in the procedure.

Sometimes the bureau will send a request for a new book which, under the subject specialization scheme, ought to be purchased for the stock of the library receiving the request; in this case the librarian will be asked to consider it for addition.

*Q.5 Indicate the main points you would make in a brief talk to children on the care of books. Suggest methods of presenting these points in a way which will leave a lasting impression with the children.*

In a talk to children the principal points to emphasize are:

- (1) cleanliness in handling books.
- (2) protection from damp, babies and animals.
- (3) careful handling to prevent "structural" damage.

The first item in the list is obvious. Under the second heading come many accidents which can do untold damage. Children are prone to fall in slippery mud en route to the library, and indulge in fights which achieve the same result. Babies are particularly deadly foes of books and can reach them in most unexpected places; even a kitten's teeth can puncture cloth and boards. Therefore the librarian giving the talk should first of all visualize the incidents which lead to damage and then by vivid description bring his point home to the audience.

Visual aids are invaluable in talks to children, and a demonstration of the physical make-up of a book would illustrate the last category excellently. Take a discarded book and dissect it, showing how the sections are stitched, covers attached, etc., and explain what happens when a book receives rough handling.

The value of the book should be emphasized. Children have little sense of money value, so it would be a good idea to show certain books and specify their equivalent value in kind, e.g. so many fireworks of a certain kind, or so many school dinners.

Finally, it should be pointed out that each library book belongs equally to every other person in the community, and that to damage it is as bad, for example, as deliberately damaging other children's clothes or toys.

*Q.6 Is there any value in limiting the period of loan from a library? Discuss with reference to public and non-public libraries.*

In answering this question one must consider firstly the purpose of loan period limitation and what would be the effect on the service to readers were there no limitation.

In a public library it is necessary to limit the period in order to keep the stock in circulation. The restriction in length of loan is essential in the case of books in great demand, for otherwise there would be no means of preventing the first reader from passing the books around his friends and relations, and so the process would continue, ad infinitum, rendering a waiting list quite ineffectual. Moreover, human nature being such as it is, far too many readers do wait until they have received overdue notices before returning books, and if the loan period were unlimited books would be put aside and forgotten for long periods by those readers who borrow infrequently or intermittently. In this way a considerable amount of the stock would eventually become out of circulation and regular readers would have a smaller choice of books.

In non-public libraries (university and technical, for example) where books and other material are available for loan, it is even more important that loan periods should be limited, in order that students of the same subject may all have access in reasonable time to reading matter of which there may be only single or few copies. Scientific and technical periodicals giving up-to-the-minute information are issued from the libraries of manufacturers and commercial organizations to all members concerned, and here speed in circulation is of the utmost importance.

## Third Paper

### LIBRARY STOCK : DESCRIPTION AND ARRANGEMENT

*Q.1 Describe and discuss the value of any printed catalogue of a library which you know.*

Apart from an air of ambiguity about the question, this question should be within the scope of any candidate who has made the effort to handle a printed catalogue. The choice is wide—from the British Museum and Library of Congress catalogues to the excellent productions of Bristol, Westminster, Glasgow and others. The first part of the question is easy—one simply describes. Points to be observed are (a) completeness of entry—full Christian names or initials, extent of imprint and collation, etc. (b) order of entries and method of guiding (c) method of indexing (d) does the catalogue include everything, or is it limited in any way (no fiction, only stock added since a certain date, no music, etc.) (e) any special features appropriate only to the library under consideration (f) frequency of publication (g) method of reproduction—printed, duplicated, single or double column.

The second part of the question is of that kind which is too frequently ignored. Candidates would be perfectly justified in basing their answers to this part upon the commonly accepted advantages and disadvantages of the printed catalogue—its availability, mobility, tendency to go out of date, high cost, but the general tone of the question must be borne in mind. That is, all the traditional pros and cons must be related to the phrase “any printed catalogue of a library which you know.” In other words, we are asked to assess the value of a working tool. The benefits of being able to distribute a number of copies of a catalogue throughout a library system may far outweigh the disadvantages, even if the contents of the catalogue only represent books added from a certain date. The peculiar circumstances obtaining in a given library may make the printed catalogue the better form, e.g. in a private library whose accessions are much greater in number than its discards. One must not forget the bibliographical value of the printed catalogues of the larger libraries. As an ideal, the library service should be all pervasive, and the benefits accruing to one library should be readily available to all. This is difficult to implement under present circumstances, but a printed catalogue does go part of the way, as, presumably it will be available to other libraries who, through the various interlending schemes, can draw upon other libraries' resources.

*Q.2 What are the advantages and disadvantages of shelf guiding? What suggestions have you for making it really effective?*

The advantages and disadvantages are dependent to a certain extent upon the size of a library. As a general principle, one would say that shelf guiding is more suitable in a small library, because tier guides just would not reflect the mixed nature of the stock in one tier, unless one is considering fiction. On the other hand, shelf guides can pin-point fairly accurately subjects which are present in small quantities. This applies particularly to the generalia, to philosophy and to religion. Tier guides in such instances would be too vague to be of use. Here, then, is the first great advantage of the shelf guide. Carefully used, it can act as an efficient guide to the non-fiction stock of a library. The second advantage is almost a rider to the first—subjects can be described more precisely within the smaller compass of the shelf. Together, these add up to the third advantage—readers are far more likely to be able to help themselves.

Disadvantages are partly practical, partly aesthetic. First of all, unless the shelf guides are movable, the constant shift of bookstock may soon make nonsense of a well-planned lay-out. Staff must be constantly vigilant in order to see that this does not happen. Secondly, because of their position, shelf guides

are vulnerable and liable to become dirty, if not actually damaged. Adequate protection may destroy the idea of mobility. Thirdly, the larger the library, the more "spotty" the shelves will look if guiding is carried out adequately. Finally, because of the small size of the shelf guide, it is not easy to make it other than ordinary in appearance.

As far as suggestions are concerned, one is tempted to give first place to the observance of a maximum size of library in which shelf guides might be used. The shelf guide must mean something, and as the tier guide becomes more specific, so the shelf guide loses its usefulness. All guides should carry the smallest amount of information commensurate with efficiency, and classification numbers may well be omitted. If the scheme is the Dewey Decimal, and a reader sees "Electrical engineering 621.3" below a shelf of books whose spines carry extensions of this number, then part of the value of the guide has been diminished. Guides should be easily movable, clearly lettered in terms which adequately express the range of subjects on a shelf. Finally, they should not take up shelf space by being manufactured in the shape of dummy books or blocks, mobile though these may be.

**Q.4 Describe and illustrate the use of "see" and "see also" references in a dictionary catalogue.**

Headings in a dictionary catalogue are arranged in one alphabetical sequence and their order, therefore, bears no relation to the subjects which they represent except by alphabetical accident. By virtue of the arbitrary nature of their arrangement there must be some way whereby related headings can be connected one with the other. In the same way it must be made clear, in those cases where a subject is known by more than one name, which name has been chosen for use as a heading. These requirements are met by the use of a system of references which serves to draw the separate and individual entries together into a cohesive whole. The importance of a sound system of references in the dictionary catalogue cannot be overstressed, for without it the catalogue can never be used effectively.

A reference is, simply, a direction from one heading to another and may be either general or specific. Either type takes one of two forms; it may be a *see* reference or a *see also* reference. A specific reference is one that states the exact heading to which reference must be made, e.g. CERAMICS *see* POTTERY.

A general reference is one that indicates a class and gives an individual heading as an example, e.g.

FISH *see also* under the names of individual fishes, as BREAM. References should be made only when dealing with the following categories of headings:—

1. Synonymous headings. These are always connected by *see* references.
2. Related headings. These are always connected by *see also* references.

The purpose of specific references is to act as a pointer to the heading under which entries are arranged. There should be no other entry under the unused heading except the *see* reference itself. Some of the specific references between synonymous terms most commonly used fall into the following groups:

1. Popular as opposed to scientific term, e.g. PISCATOLOGY *see* FISHES.
2. Correct as opposed to pseudonymous name, e.g. CARROLL, Lewis *see* DODGSON, Charles Lutwidge.
3. Family name as opposed to title, e.g. BEACONSFIELD, Benjamin Disraeli, 1st earl of *see* DISRAELI, Benjamin, 1st earl of Beaconsfield.
4. Inversion of the words of a phrase, e.g. COMMONWEALTH of Australia *see* AUSTRALIA, Commonwealth of.
5. The choice of two variant spellings, e.g. SHAKSPEAR, William *see* SHAKESPEARE, William.
6. Plural as opposed to singular form, where the spelling differs, e.g. LOUSE *see* LICE.

Specific references between related terms are, as a general rule, used from the larger to the smaller subject. For example:

PAINTING *see also* GOUACHE.

GARDENS *see also* LAWNS.

There are, however, exceptions to this rule. It is sometimes necessary to refer, using a *see also* reference, from the smaller to the larger subject to indicate that related material is available in books dealing with the larger subject. The reader who requires information on COREMAKING may find nothing under that heading in the catalogue because the library has not a book on that specific subject, and he may be unaware that many titles listed under the heading FOUNDRIES have chapters on coremaking. This difficulty can be overcome by the use of analytical subject entries, but the *see also* reference from a small to a large subject can, if used sparingly and with care, draw attention to additional sources of information and may sometimes be used as a substitute for numerous analytical entries in the interests of economy and speed.

General references normally form the second stage in building a network of references in the catalogue. They may take the place of groups of specific *see also* references which have grown as the catalogue has been built up. Thus:—

MUSIC (COMPOSERS)—*see also* COPLAND, Aaron.

MUSIC (COMPOSERS)—*see also* HAYDN, Franz Joseph.

MUSIC (COMPOSERS)—*see also* SIBELIUS, Jan

are replaced by

MUSIC (COMPOSERS)—*see also* under names of individual composers, as COPLAND, A.

It would be logical to rule that *see also* references should not be made from a heading under which no book is entered, that it is a mis-use of the word "also." In practice, however, it is better to make the reference and ensure that the correct heading is found, while avoiding the danger of neglecting the reference later when books on both subjects are in stock.

Occasionally it is necessary to provide *see also* references working both ways, that is, both to and from a subject. These are cross references, and are useful where two terms, while not synonymous, denote similar subjects. An example is the treatment of SCULPTURE and CARVING, where two entries are necessary:—

CARVING *see also* SCULPTURE.

SCULPTURE *see also* CARVING.

The references in a dictionary catalogue are most important in achieving its maximum usefulness and, at the same time, they are most difficult to apply consistently and accurately. As a general rule *see* references should be used freely when they can be justified and *see also* references should be used when there is enough material in the catalogue to require correlation. It has been said that references add an element of logic to the dictionary catalogue by suggesting related topics and overcoming the difficulties caused by dispersal throughout an alphabetic sequence.

Q.5 Which do you consider are the most important practical rules for classifying books? Illustrate your answer with suitable examples, real or imaginary.

Classification is a means to an end, not an end in itself, and the aim must be always to place books within the classification where they will be most useful to their readers. This is not to say that subject grouping (the placing of a topic within its sequence among related topics) should be ignored, or that the classifier should try to accommodate the fluctuating tastes of readers. Consistency in classifying is essential and, indeed, forms the basis of good book displays which, together with other methods, cater for the need to reflect current trends and changing interests. The over-riding rule of convenience is concerned rather with those books which present the common problem of multiple subject content. A book entitled "Banking for farmers," is ostensibly concerned with two subjects, but it is likely to be of more value to the farmer and should be classified accordingly. "The Banks and the Farmer," however, may have valid claims to be placed with books on Banking and equally to be placed with books on Farming. In such cases the convenience of the potential reader must affect the decision.

With this always in mind, the following rules form a basis of consistency in practical classifying.

1. Classify a book first according to its subject and then by the form in which that subject is presented. The majority of books are not difficult to

place, and their titles are an accurate reflection of the subject. "Woodcarving for beginners" and "Outline of Local Government" are examples. Where the title is obscure or when its meaning is not immediately apparent, an examination must be made of the Table of Contents, the index, the preface, or the text itself to determine its true subject. When necessary, dictionaries, encyclopaedias, bibliographies or other reference books should be employed. The title alone should never be taken as a guarantee of the book's subject or intention. When aspects of a subject are dealt with rather than the subject itself, the emphasis should be on the subject. That is to say, "The history of architecture" should be classed with architecture and "Economics of advertising" should be classed with other books on advertising. This practice may be reversed in a special library, following the rule of convenience to the user. Having classified a book by subject the form in which it is written must be taken into account. Dewey makes special provision for such books as "A history of Art" (709)", "A dictionary of Gardening" (635.03), "Zoological Essays" (590.4). They are classed with other books on Art (700), Gardening (635), and Zoology (590) respectively, but the form in which they are written is taken into account. The rule "Classify first by subject, then by form" does not apply to books wide enough in scope to be classed as Generalia, or to pure literature wherein form is all-important. The Form classes, i.e. Poetry, Drama, Essays, Letters, should never be arranged by their subject. They are classified by the form in which they are written, so that Shakespeare's "Henry V" is not treated as a history or a biography, but as a play, that being its important characteristic. Other exceptions to this rule are those books whose value lies not in their content, but in some special attribute. They may be most usefully classified by their date of publication (e.g. incunabula), the type of reader they were designed for (e.g. books for the blind), or by the type of illustrations used. Such books are classified by their dominant characteristic, not their subject or their literary form.

2. A book must be given the most specific number that will contain it. This becomes increasingly important as the library grows. The main headings should be used only for those books which are too general to be accommodated elsewhere. Thus "The amateur's garden" can be classified under Gardening, but "The amateur's rose garden" should not bear the same classification, dealing as it does with only a part of the subject Gardening.
3. If a book deals equally with two subjects, one must be chosen with usefulness to the reader as the deciding factor wherever possible. It is wise to classify under the first subject mentioned unless the second definitely predominates. Where three or more divisions of the same subject are dealt with, the general heading that will contain them all should be chosen. Whichever is chosen, reference must be made in the catalogue from the discarded heading or headings.
4. When a new subject occurs that is not provided for in the schedules, determine the heading with which it has most in common and create a place for it there. Recent advances in plastics provide examples of the necessity for this rule. For example, the 14th and 15th editions of Dewey provide no place for books dealing with Polyvinyl resins, and they have to be accommodated in a division of organic chemistry or chemical technology. (This has, in fact, been done in the 16th edition). The classifier should be quite sure that the subject really is new before taking such a course.
5. Make entries in the subject index for all new headings used so that it continues to be accurate in relation to the schedules and also in order that uniformity may be maintained.
6. Books should be classified with impartiality, having regard to the author's intention and not the classifier's convictions. Any diversion from this rule is "critical" and not "true" classification.
7. Translations, concordances, analyses, and other types of books about specific books should be classed with the original books, so that Cruden's "Biblical Concordance" is classed with "The Bible" at 220.3.

## Fourth Paper

### LIBRARY STOCK : USE

Q.1 *A variety of material other than bound books is used in reference libraries, e.g. loose-leaf publications, unbound items, etc. Describe some of this material indicating any special advantages and disadvantages it has both for the librarian and the user.*

Non-book material used to-day in reference libraries includes:—illustrations, lantern slides, negatives and prints, films, filmstrips, micro-records—microfilm, microfiche, microcard—gramophone records, tape recordings, newspapers, news cuttings, periodicals, vertical file material, pamphlets, trade catalogues, maps and manuscripts. Every kind of record is grist to the librarian's mill and we cannot now describe them in detail. Whatever the type or size of library the good reference librarian will need and be able to use all of it.

The main advantages of this material to both user and librarian are:—

(1) It is presented in a form that is essential to or preferred by the user, e.g. pressmen and designers looking for suitable illustrations or ideas, tape recordings and gramophone records for blind persons.

(2) The information contained is not available in any other form—many periodical articles, pamphlet material, technical reports, trade catalogues and microrecords of out of print or rare material.

(3) It is presented in a form which makes a contribution to the administrative problem, saving initial costs and storage space—e.g. micro records of many books are cheaper than the original even if still available secondhand.

The main problem for the user is getting accustomed to thinking in terms of this "non-traditional" material and overcoming prejudice against the use of micro-readers (research workers and university professors seem to be the chief "stick in the muds," as they are the main users of this material). Recently Westminster Public Library has greatly increased the numbers of its visible strip index guides to this material. The librarian has his usual problems in selection, acquisition, arrangement and recording, storage and exploitation. Special equipment and cataloguing techniques are needed. For vertical file material, etc., frequent weeding is needed to remove ephemeral material.

Q.2 *Discuss the various uses which the librarian can make of "The Bookseller" (or, "The Publishers' circular") and the "British National Bibliography," commenting on the differences between them.*

All three bibliographical tools mentioned are essential to the librarian who claims to be a bookman. The first two are trade periodicals forming the basis of the trade bibliographies known respectively as *Whitaker's Cumulative Book List* and the *English Catalogue*. B.N.B. is Britain's centralised cataloguing service, and also combines the functions of a current national bibliography and an aid to book selection.

They are all aids in building up a wide book knowledge of current literature. They all appear weekly and have monthly, quarterly, annual and multi-annual cumulations of their book lists. The two trade publications also carry editorial matter, articles and regular features of interest to the trade and librarians. But these are not features that the students should read about. You MUST get copies regularly and study them. I for instance only see the Bookseller and B.N.B. regularly and was pleasantly surprised by the commendable improvement in the Publishers' Circular (its monthly "Book Fare on New Books and Paper Backs" and "Bookman's Leisure—Plays, Films and Radio programmes related to Books"; Listing of maps in the first issue each month). The trade periodicals are basically author and title listings, but note the Bookseller's subject catch-word entries; they both list reprints unlike B.N.B. which does not; their "export" numbers are eagerly studied by bookmen all over the world; the quarterly and annual C.B.L.'s carry a useful section on "Government Publications"; Publisher's Circular has a "Books wanted" section much used by librarians.

B.N.B.'s classified section is arranged by the Dewey Decimal system and has full main entries based on the Anglo-American Code. Its combined author, series, subject and title Index is a model for classified catalogue makers. The "featuring" alongside the class numbers in the classified section is B.N.B.'s guide for the subject heading in the dictionary catalogue. Combined with the unit cards it issues on standard 12.5 x 7.5 cm. catalogue cards B.N.B. provides a much needed centralised cataloguing service (the card service is too often overlooked by F.P.E. students). It does not list music scores (now listed quarterly in the British Catalogue of Music), maps, cheap novelettes, and lesser government publications. Some librarians have used it for ordering new books, others use its serial numbers for this purpose and for notifying their additions to the Regional Library Bureau Union Catalogue. Manchester for a time used B.N.B. as the basis of its branch catalogues. B.N.B. cumulations (1951-54 classified section just to hand) are extremely useful current subject bibliographies.

**Q. 3. The Library Association publishes two important bibliographical tools: "Library Science Abstracts" and "The Subject Index to Periodicals." Either (a) Describe EACH of these and comment on their usefulness; or (b) Select a similar abstract journal and a subject index to periodicals in a subject of your choice, and describe these and comment on the usefulness of EACH.**

L.S.A. The foreword to the current volume of L.S.A. will provide together with the contents list the answer to the describing part of the question. There is no real alternative to reading this for the student. Any F.P.E. candidate who has not read it and made notes on it ought not to be allowed to sit. L.S.A., together with *Library Literature* issued by the H. W. Wilson Co., N.Y., covers all significant library literature, since 1950. Mr. Whatley and his 70 voluntary abstractors and translators do a fine job. It is an essential tool for the librarian and student wishing to keep abreast of modern developments in librarianship or trade information on a special topic or by a particular author. The six-year (1950-55) cumulation of the index should now be supplemented by a six-year cumulation of the abstracts themselves.

For a description and note on the use of "The Subject Index to Periodicals" students should consult the North Western Newsletter, March, 1955.

**Q. 4. Describe any TWO encyclopaedias concerned with special subjects.**

Points to note with regard to encyclopaedias on a special subject are:—(1) Arrangement—whether alphabetical, classified or arbitrary; (2) Scope—limits of the subject matter; (3) Treatment—whether truly international in outlook or is there a national bias; (4) Edition and date—gives some idea, together with the preface, of the up-to-dateness of the matter presented; (5) Preface will normally tell what type of person is aimed at; (6) Indexes—their number, type and accuracy; (7) Bibliographies—scope and up-to-dateness, whether periodical articles include; (8) Illustrations, maps, tables, statistics—their number, type, effectiveness and accuracy; (9) Some note should also be made of the value of earlier editions and the arrangements made (if any) for future revision. Students might profitably scan recent reviews of Landau's *Encyclopaedia of Librarianship*.

**Q. 6. Many different kinds of year books are published. Describe TWO year books which are dissimilar, noting their content and arrangement, and indicate ways in which each is useful in answering queries.**

Yearbooks: *Wyer: Reference work* lists four groups:—biographical, statistical, almanac and special almanac; e.g. *Who's Who*, *Annual Abstract of Statistics*, *World Almanac*, *Annual Register*, *Statesman's Yearbook*. *Shores: Basic reference sources* Cpt. 4 says that year books are invaluable for answering trend questions—involved in current developments in specific areas. He identifies three groups: Encyclopaedia supplements; almanacs; subject records of progress. The latter are of great value in science and technology.

# EXAMINATION SUPPLEMENT

*Edited by Frank Atkinson*

The form of this *Supplement* was intended to be, and in spite of a number of difficulties, to a large extent is, as follows: Three contributors have taken subjects—Bibliography and Assistance to Readers; Organization and Administration; Cataloguing and Classification—and surveyed the treatment of them in both the Registration and Final Examinations, with brief reference to some of the questions. They have then treated in more detail one or more questions of particular interest or difficulty. The First Professional Examination has been considered in a similar manner.

It is again stressed here that the contributors are offering comments and notes towards answers, but *not* model answers. This has been stated on other occasions, most recently in the previous issue March, 1959, but is still not generally appreciated.

The *Examination Supplement* is, of course, intended to benefit students. To do this to the full it must influence, in some degree, not only students, but tutors and examiners as well. If this appears to be putting it too highly, then it must be said that anything less is not worth aiming at. And this will not be achieved by making of these supplements a series of firework displays, however entertaining that might be.

But there is criticism here of some questions and possibly more could be justified; for not every question is clear and unambiguous. The candidate cannot be expected to condone this on the grounds that the examiners are faced with the problem of asking the same questions in different ways in successive examinations. Nor is it any comfort to him to learn that the questions which baffled him with their multiplicity of possible meanings in the examination room, were happily resolved at a subsequent Moderating Committee meeting, and the examiners' intentions made clear after a morning of keen discussion.

Complete supplements could have been devoted to ambiguous questions in past years. We hope that this will be neither necessary nor possible in the future.

It is hoped to persevere with the present form—the general survey, followed by one or more questions discussed in detail—but there are difficulties: a great deal of work is involved in dealing with a subject at both Registration and Final levels, and the number of tutors able—and willing—to do this is limited.

I am grateful to these, my first collaborators, whose contributions appear over their names. They have shown great resource in coping with the whims of a novice editor during a time of holidays, house repairs and, for Mr. Ward, sickness.

I am also indebted to my predecessor—our President, Mr. E. F. Ferry—for the kindest of help and advice.

## FIRST PROFESSIONAL

All four papers follow the lines of previous F.P.E. examinations. The ill-prepared student will not pass, but those who have conscientiously covered the syllabus should have little difficulty in finding the three necessary questions in each paper.

*Paper 1.* This contains at least two questions (1 and 2) which require a degree of thought on the part of the student rather than pure description from memory. Question 2 in particular is perhaps the most advanced in all papers and I shall deal with this later. Questions 3, 4 and 6 are more straightforward, and the student with the necessary knowledge should do well. *Question 5 is, in my opinion, not worthy of a professional examination paper.*

*Paper 2.* This has some excellent and searching questions, most of the topics covered being well within the syllabus. Questions 1, 2, 4, and 6 again demand that the student should have thought about the topics rather than a mere memorising of the routines. Question 2 touched on a subject not likely to have been covered directly by a tutor, but the astute student who can think of a few examples of office equipment (even the infamous rubber stamp qualities) should score well. Question 5 is perhaps deceptively easy. I shall deal more fully with this later.

*Paper 3* is again a good test of knowledge and ability. The knowledgeable student could score heavily on questions 1, 4 and 5. The others require more thought, but should not be beyond the good F.P.E. student.

*Paper 4* by its nature is mainly a test of knowledge and questions 1, 3, 4, and 5 should have caused little difficulty to the student, who had studied his reference works, particularly at first hand. The other two appear to have small snags. Of the two atlases published recently *The Times* is an obvious choice, but the choice of the other is more difficult. The *Oxford* will probably be accepted. In 6a and 6b the examiner is probably looking for the student's knowledge of the difference between the *London ABC time table* and *Bradshaw*.

#### PAPER 1. QUESTION 2.

One of the essential differences between mankind and other animal species is in the form of their communication. Possibly all animals communicate by sound and sign and many by graphic representation, but only mankind has ever made any attempt to store his knowledge in whatever form it has been produced. Having made his record the most natural sequel is to make this available to his contemporaries and to preserve it for future generations.

This is the purpose of the Library.

Possibly the best example of the need for this recorded knowledge is in the field of science and technology. Some millions of words are written every year recording facts and findings in the many branches of this field. The first task of any research worker is to discover what knowledge already exists in the subject he is studying—this may save him months of work. He must also keep abreast of current work, not only in his own country, but on a world basis. This he does by a study of abstracts which should be held by his library, most probably a special one. Much of the material he needs will be stored in this library, but it will be the duty of the library to obtain from other sources any articles, reports, pamphlets, or books which it does not hold.

There can be little doubt that, but for libraries, the tremendous advances of the 20th century in the field of science would have been much slower. It is worth noting the importance of the library in the Research Associations of this country.

Whilst Special Libraries in the main tend to concentrate on current information, the great National Libraries of the world such as the British Museum, Library of Congress, Bibliothèque Nationale, have undertaken the task of preservation of knowledge with the help of legal deposit. The stocks of these libraries now run to millions of volumes, all of which are

available for reference to any member of the particular society they serve.

It is impossible to measure by scientific figures how valuable the existence of these National Libraries has been to society, but when one remembers that Karl Marx studied his theories of communism in the British Museum, later to be expounded in *Das Kapital* with world-wide repercussions, the potentiality, good or bad, of libraries is apparent.

I have chosen Special and National libraries as examples, but other types of library also play a vital part in social life. The Public Library is a jack of all trades attempting to serve a cross-section of society and providing them with the means for recreation and education. It plays a vital part, along with the school library, in the training of children in the use of books and other non-book materials.

During the centenary celebrations in 1950 of the Public Library movement in this country the *Library Assistant* in its August number published comments by some eminent people from all walks of life. It is clear from these that most people nowadays owe a considerable debt to the services which have been provided by libraries.

One final word: Libraries have a long history, but there are two great landmarks in this history which coincide with great changes in the social life of the more civilised countries of the world. The first was the invention of moveable type in the 1450's, taking place at a time when Europe was emerging from the "Dark Ages" to a more cultured and civilised society. The second is the growth of all types of library in the latter half of the 19th century and continuing to the present day; this coinciding with the industrial revolution and the almost unbelievable advances in technology as well as with the establishment of compulsory education for every member of society.

#### PAPER 2. QUESTION 5.

The primary function of a public reference library is to provide information and study facilities for the residents of the local government area which it serves. It is a costly service and one which is difficult to provide by small, less wealthy authorities.

Because of this the large reference libraries of populous areas are used considerably by readers from outwith the area, and it is generally recognised that they should also be served, without discrimination.

Most reference libraries have a collection of the more often used reference books on open access with staff available to help readers find information, and seating and table facilities are provided for those who may wish to study for some time. In the larger libraries individual study carrels are sometimes provided for the research worker, though in many cases these may be directed to more specialised resources. If not, it may be necessary to arrange to have materials borrowed through inter-lending schemes. In some large industrial areas the public reference library has become the focal point for local inter-loan schemes.

The public reference library will form at least one special collection on local history. In large libraries this may form a separate department and be closely linked with the collection of archives.

The provision of information may extend to a special Information Bureau on local activities of societies, amusements, transport, etc. A Citizens' Advice Bureau may be run in conjunction with the reference library. This is mainly a welfare service, but a great deal of the work consists of putting the person in touch with an appropriate society or Government Department.

The reference library will also help other departments of the system. Many queries originate in the lending department and the cataloguing and classification department will use its resources.

J. M. ORR, *Extra-mural Lecturer, Loughborough.*

## BIBLIOGRAPHY AND ASSISTANCE TO READERS—

### Registration Group B and Final Part I.

In the following notes on these two examinations, the close similarity of content of their syllabuses has led me to deal with common problems and common topics, in the hope that students preparing for either examination will find them of use.

#### *"Amount of technical detail."*

This is a phrase all teachers of librarianship must have heard from students floundering in a mental mire of flong, ink-squash and the kollergang. One gathers that in recent years the Examiners have also been perturbed about this apparent over-insistence on detailed *means* rather than the shape of the finished product—the book. There appear to be several reasons for what would seem to be an attempt to turn out half-baked printers' apprentices, among them an over-enthusiasm by students and some teachers for the details of other people's work. This is admirable in *subject bibliography*, but not a little absurd in printing and the allied trades—the casting temperature of stereo metal, for example, is something very few librarians outside P.A.T.R.A., St. Bride's Institute, etc., need concern themselves with. There are, too, what I consider to be the disastrous effects of the use of certain books written primarily for printers, particularly Whetton's *Practical printing and bookbinding*. The illustrations in this are still useful but the detailed treatment of its material is more than we need. Students are recommended to use as a general work on book production the more up-to-date *Methods of book design* by Hugh Williamson (O.U.P. 1956, 45/-). This book seems to treat the subject at just about the level we should need for an understanding of the physical qualities of the books we buy as librarians. The new periodical *Book design and production* (1958) is another example of intelligent simplification where the methods of printing are discussed in a manner calculated to lead to an informed appraisal of the printed book.

To determine the appropriate level of technical detail required is not easy. Indeed, I feel that this is the main function of the teacher in this part of the syllabus. It is for him to grasp the complexities and then ensure that his students are prevented from going too deeply into technicalities for their own sake, yet at the same time presenting them with a clear picture of the *sequence* of a technical operation and what effect each part of that operation has on the finished product. The examination questions are usually framed with a view to giving the student who has been taught in this way an opportunity to show his *understanding* rather than his memory. Q. 6 in the Group B (iv) paper reads "Describe the process of offset lithography, and mention its advantages." There is not time enough in the twenty-five minutes or so available for the writing of the answer to describe in detail what happens to the litho-plate between its development after printing down and its being fixed to the press for printing. It can all be summed up in some such words as "the plate is then subjected to a number of treatments with the object of fixing the image on the plate and ensuring its ink attracting properties and also ensuring the water holding properties of that part of the surface bearing no image."

To sum up, students should aim at an understanding of the purpose of a technical process, the general principles of its operation, the order of its parts and the characteristics of the finished product. Better a complete understanding at a simple level than a partial understanding at a more detailed level.

### *Subject literature.*

In the last few years it has become the established practice for both the Registration B (v) and the Final Part I papers to include questions on the literature of subjects which the student is assumed to have studied. The examination papers under discussion are no exception—see Section C of the Assistance to Readers papers and Q. 6 of the first paper and Q. 6 of the second paper in Final Part I. The work of preparing a sort of survey of the literature of a subject should not be done (in my opinion *cannot* be done) in the lecture room; one way which has been tried with some success is described in *Library Association Record*, November, 1956, under the title "The study of reference material as part of library education." It is worth re-stating that it is advisable to have prepared a study of the important material in two subjects in the broad fields of the social sciences, the humanities and science and technology—selecting only one subject in any field. Students should expect guidance from their teachers on fruitful subject literatures and ways in which the work can be done. If this work is well done at Registration level it should with some extension be satisfactory preparation for questions in the Final paper. There are also questions in Sections A and B of the Assistance to Readers paper for which this kind of study is sometimes useful. Examples in the Summer paper are Q. 3, "What sources would you use in the compilation, in your library, of a bibliography of an author? Show how such a work would be arranged. (Name the type of library)." Q. 8 "Attempts have been made to publish a British index to current technical articles and books. Outline the desirable features of such a list, and assess its usefulness." Similarly in the Final Part I second paper we find Q. 9 "Distinguish between trade periodicals and technical periodicals, giving some account of the typical contents of each kind. Mention the different uses to which each kind is put in libraries which stock them, and quote relevant examples."

### *Library co-operation.*

In addition to those questions which explicitly concern library co-operation, there are in both Registration and Final papers others which merit some consideration of one or more aspects of this complex topic. Co-operation in one form or another is a function of most libraries, and the term must obviously be interpreted to cover a multitude of activities beyond the inter-loan of books through formal channels. Students are therefore advised to consider what aspects of co-operation may be implied in a question and what is their exact relevance to the matter to be discussed, for undue emphasis is perhaps almost as much to be avoided as complete exclusion. Examples of questions in the papers under discussion which seem to merit some discussion of library co-operation are:

(Questions paraphrased).

### *Registration B (v).*

Q. 2. Routine in your library for general reference enquiries involving compilation and use of information file. ("My" resources sometimes inadequate; use other libraries—local schemes of co-operation, directories of resources, etc.).

Q. 3. Compilation of author bibliography in your library. (Similar to above).

Q. 4. Publication of British technical articles index. (If to succeed must meet approval of librarians. Experience here of H. W. Wilson indexes—librarians advise on contents of indexing services. Possibility of such an index becoming a joint venture of librarians).

### *Final Part I. First paper.*

Q. 8. Appreciation of *S.T.C.* and *Wing* and recent corrections and extensions. (Union catalogues involve co-operation of librarians and in this case bibliographers. In the case of *Wing*, the now celebrated case of the exclusion of 17th century material in Christ Church College, Oxford.).

Q. 9. Where would you search for particulars on a number of topics? (Includes besides indication of likely material, e.g., reference works, bibliographies of various kinds, likely *repositories* of information—hence use of union lists, directories of resources, co-operative schemes, e.g. Aslib Economics Group).

*Second paper.*

Q. 2. Types of material in an industrial library. How far should it be self-sufficient? (Relevance of schemes of co-operation such as T.A.L.I.C., CICRIS).

Q. 3. National coverage of a subject in different types of library—how far satisfactory for different types of reader. (Deficiencies bound to be considered in the light of improvements possible through co-operation).

**INDIVIDUAL QUESTIONS.**

Here I want to consider ways of dealing with questions which are sometimes avoided by students. I wish particularly to stress the importance of what may be called "question analysis."

Most students are aware of the importance of preparing a rough framework of an answer before writing it. But if this is to be useful, it is obviously important to extract all possible information about the Examiner's requirements by analysing questions. I hope to demonstrate the importance of this kind of analysis by applying it to questions of two types:

(a) *The simply stated question which requires a wide ranging answer* which is often avoided because it looks deceptively easy.

(b) *The lengthy and complicated question* which is similarly avoided because "there is no time to work out what it means and to write a proper answer," although frequently it is indicative of both the form and content of the answer required.

(a) *The "simply stated".*

Final Part I, First Paper. Q. 2. "What are the chief requirements of a successful method of printing coloured tone illustrations?"

Many words here will bear careful analysis and only "successful" of the important words may be given passing attention. Success is relative to the purpose of printing and thus a coarse screen half-tone in poor colour with not very good register on paper with a high M.W.P. content may be judged "successful" for its rare appearance in an otherwise monochrome newspaper. The cost factor as an element of success could therefore be mentioned as a basic economic consideration and then forgotten.

"Method of printing." This phrase largely determines the scope of the answer. (Autographic methods which can produce some tonal effects, i.e., mezzotint and aquatint, should be omitted). The phrase leads us to conclude that *all elements* in the production of the finished print must be considered. These include factors determining the selection of the process of reproduction and the effect of the method of reproduction during the whole journey of the print on its way to the delivery board of the press.

All the processes are *photo-mechanical* and therefore we are concerned with the adequacy of the camera, particularly its lens. It is a puzzling experience to compare side by side several reproductions of the same painting, even when they are made by the same process, for often quite grotesque distortion of shape is at once apparent. *Tone* involves the use of a screen, except in the collotype process. This is an inherent distortion of the original and we can expect only that it will be as fine as possible, the surface of the *paper* here being the main limiting factor. Most reproductions involve a *reduction* in size which introduces *spatial distortion*.

*Colour* is a difficult requirement to satisfy and involves colour separation, colour correction, matching of printing inks with original pigments and perfect *register*.

*Register* is determined by careful press-work including all the preparatory stages, particularly *make-ready*. Stability of *paper* is important.

These are, I think, the main elements of a reasonable answer. Are there any lessons to be learnt from the foregoing analysis of this type of question? First, that however long it takes to work out the framework of an answer, it is most necessary and that the time spent is saved in the writing of the answer. Second, that the question demands not the ability to recall the details of all the processes of reproduction of illustrations, but rather the ability to recognise the contribution of each part of the processes to the finished print. This is possible on the basis of an adequate generalisation about all the processes. Third, that the sequence of the answer shall be similar to the sequence of the operation described.

*The "simply stated." (Second example.)*

Final Part II, Second Paper. Q. 5. "Write a short essay on 'use' as a factor to be borne in mind in assessing a book's claim to inclusion or retention in a public library's stock."

This is a good example of a question to which several possible kinds of answer may be given. And it is certainly one where the student will be forced to stop and think carefully about the Examiner's requirements. The wording of the question is not such that one can immediately start writing notes for answer, some sort of interior monologue is first required. Certainly the hub of the question is indicated by the inverted commas surrounding "use."

Is "use" a factor to be "borne in mind"? This is hardly a helpful question, for we find it impossible to discover any other factor influencing the selection and retention of books. Let us instead ask a theoretical question. If we could be assured that *without any doubt* a book would *never* be used in any way, should we then acquire it? Obviously (I hope) not. So, if non-use is a reason for non-acquisition and use is the reason for acquisition and given that a public library will not acquire *all* books for which there will be some use, it should be possible to re-word the question in more familiar terms before working out the requirements of an answer. I suggest the following: "How can a public librarian assess the degree and kind of use a book will receive that will justify its acquisition or retention in his library's stock?"

I should like to make clear at once that I do not quarrel with the original wording of the question, for I believe it to be quite legitimate to ask students to discuss statements which are formulated in a manner not quite that of the statements concerning the same topic which they have encountered in their lectures or reading. This is one way of testing that the student can recognise the nature of a problem in whatever form it is encountered. This is he more able to do if he has developed understanding rather more than memory.

Taking, then, the re-worded question as starting point, there are one or two observations still to be made, while again reminding the reader that this is no attempt to indicate a model answer.

The kind and degree of use will depend on a number of variable factors. A national library paying, as it must, a great deal of attention to its repository function will in acquiring, for example, a book other than by legal deposit admit of different interpretations of the word "use" and probably allow itself greater latitude than a public library considering the purchase of the same book if only because the book will be kept for a much longer period. To put it simply, the national library will often tolerate a much lower annual incidence of use of a book than a public library. But this is not to say that a repository function, i.e., acquiring books for occasional use over many years, is never relevant to acquisition policies in a public library; the local collection includes much material indicative of contrary policies.

What determines use of a book in a public library? Here we are concerned with the inevitable trinity of so many library situations—the book, the reader and the librarian. The use of the book will therefore be determined by the characteristics of the book itself, by the demands and needs of readers and what the librarian does to ensure a satisfactory meeting of the book and the reader. Further, we have to erect some relatively satisfactory procedures for assessing the level, both quantitative and qualitative, of use.

Finally, this is yet another example of a question where consideration of

examples of library co-operation is indicated; for inter-library lending, subject specialisation in acquisition, and co-operative (even if dispersed) storage are very relevant in arriving at a decision to buy and to keep a book.

(b) *The "lengthy and complicated". First example.*

Registration Group B (v) Q. 5.

*"What bibliographies would you use to keep up to date with current publications in any two countries other than Britain? Give notes on their frequency, arrangement and cumulations, and any outstanding features."*

This is a question which seems to ask for a great deal of information in a 25 minute answer. But it is an informative question; it tells the student what aspects of the subject he must deal with and indicates fairly clearly the form of the answer which will save some of his time—tabulation.

There is one word in the question which will repay some examination—“publications.” Why publications and not books? The cautious student would do well, I think, to indicate at the beginning of his answer that although the contents of periodicals are by definition “current publications,” for the purpose of answering this question he intends to exclude general and “wide scope” periodical indexing services such as *Internationale Bibliographie der Zeitschriftenliteratur*. He should then take the hint offered by the Examiner that national bibliographies sometimes list materials other than books, e.g., maps, music and audio-visual materials and make references where applicable under the heading “outstanding features.”

This question is concerned with current national bibliographies, but brief reference should also be made to publications of the chosen countries which are similar in purpose and function to our own *British Book News*, e.g., *Bulletin critique du livre français* and *Das Deutsche Buch*.

The answer to this question can, as I have indicated, be set out under the four headings given in the question, noting that in some cases *cumulation* must include indexes rather than cumulation of contents, e.g. *Bibliographie de la France*.

The heading “outstanding features” offers considerable scope; frequency, arrangement and cumulation follow more or less formal patterns in most national bibliographies. Some points which might be considered here are:

(a) Listing of materials published outside country of origin, e.g., *Biblio*, *C.B.I.* and *Canadiana*; this is also true of bibliographies from the German-speaking countries.

(b) Materials other than books, e.g., maps in Reihe A of *Deutsche Nationalbibliographie*, new periodicals in Supplément A of *Bibliographie de la France*.

(c) Location of materials. Bibliographies published by or prepared by libraries enjoying legal deposit indicate one location, but note in this connection the 1956 change of title of Library of Congress catalogue to *National Union Catalog*.

Questions on current national bibliographies appear frequently in both Registration and Final papers and adequate preparation must go beyond attempts to memorise the details of individual publications. It is important to understand what current national bibliographies attempt to do, the methods they adopt to achieve their purpose, and how far they are successful. Two publications, neither in my experience well represented in staff libraries, will be of assistance here. Knud Larsen's *National Bibliographical Services* (Unesco, 1953) gives a good approach to the requirements of national bibliography and Helen Conover's *Current National Bibliographies*, (Library of Congress, 1955) lists by country national bibliographies, periodicals, directories and indexes, and lists of government publications; there are excellent annotations.

*The "lengthy and complicated". (Second example).*

Registration Group B (iv) Q. 8.

*"Clarity of type is essential for easy reading. Discuss the various points about type and the setting of type that can help or hinder reading. Give examples from specific founts in current use where possible."*

This is another example of a question which appears to demand more than can be got into 25 minutes' writing. But a little reflection shows that it is concerned with the details of type design and how types are put together for printing, or what typographers nicely call the *mise en page*. Point size, size on the body, ascenders and descenders, shading, colour, leading, indeed the use of white space generally in margins, word spacing and letter spacing, and sparing use of caps are some of the points an answer must discuss. But obviously only a little can be said about each element contributing to easy reading in the time available.

Two important points might be overlooked. "Type, the voice of the printed page, can be legible and dull, or legible and fascinating . . . readability is not a synonym for . . . legibility." This is Oliver Simon (*Introduction to typography*, p. 11) quoting Paul Beaujon. The same Paul Beaujon writing under her true name, Beatrice Warde, contributes "Typography means more than layout" to *Bowater Papers* No. 3 in which she discusses the way type behaves under working conditions. Thus a brief mention should be made of the *unobtrusive* pleasure, perhaps a pleasure not directly perceived, of reading a book set in a legible and "fascinating" face and also that the manner in which the type is conveyed to the page (by letterpress, lithography or photogravure) has an important bearing on readability.

The injunction in the question to give examples from specific founts raises the question of how to study type faces. Questions demanding some knowledge of individual type faces are common, and in recent papers there has been a more liberal approach to the question, students being asked to provide their own examples rather than to describe named faces. It may be helpful, therefore, if I set out briefly a method of preparing for such questions which seems to have had some success.

1. Learn the general characteristics of old and modern face, "transitional" and sans serif.
2. Select, say, eight faces in current use: four old face, *e.g.*, Bembo, Caslon, Perpetua, Plantin; two modern face, *e.g.*, Bell, Bodoni; Baskerville for transitional, and two display faces, *e.g.*, Albertus, Klang.
3. Write notes on each under the following headings: Origin (many current faces are based on types originally cut during the period 15th—18th century), general characteristics, idiosyncrasies, use.
4. Gather any material, *e.g.*, type sheets, cuttings from periodicals, showing the types in action. Make a little "dossier" on each face.
5. Informal study: This can become almost a matter of habit. Look at type faces used in advertisements in public transport and in the press. Look at the verso of title pages, for details of type faces used are often noted there. Examine letter heads—preferably not those from local government authorities which too often use dreadful varieties of black letter or copper plate. There are a few honourable exceptions.

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## CLASSIFICATION THEORY— Registration A (i) and Final 4 (c).

A function of classification at any time is to illuminate the matter classified, particularly by bringing out the connections, and E. M. Forster's injunction to "only connect" is, of course, vital to any examinee. For example, in the Registration paper the problem of synthesis (number building) was at the root of three separate questions (the value of mnemonics, methods of reducing bulk in Subject and Decimal Classification, and the systematic schedules in the Bibliographic Classification). But a student should get the right perspective; synthesis is primarily a method of achieving consistent order which at the same time saves repetition. Mnemonics is largely a by-product of this. Form divisions are not necessarily common (*i.e.* synthetic) and Question 7 raised quite different problems. The Final paper, asking for Bliss's and Ranganathan's theories on mnemonics, allowed the discerning student to open up the whole field of analysis.

tico-synthetic classification, which is inevitably super-mnemonic in its consistency of order, if not in notation (for consistent order between facets need not be accompanied by similarity of notation, although it usually is).

The fundamental justification for classification in libraries is quite rightly an almost constant question in both papers—but students must recognise its disguises and the different approaches they represent. In Registration, it appeared in Question 1 (the advantages, if any, of reclassifying your library). Library classification, if it is about anything, is about helpful order, and the helpfulness (or otherwise) of the order and collocation in question should be the central consideration in any answer. Students must be prepared to give concrete examples of the constant loss of materials in libraries (in the sense that available material is overlooked when it would be useful) because of misplacement in poor, inconsistent, archaic or idiosyncratic collocation.

The more oblique approach of the Final paper here is typical. Question 3 (classification as an aid in regional subject specialisation) calls for additional factors such as precision in class delineation, and centralised classification services, whilst Question 6 (procedures to assess the effectiveness of classification) surely had in mind the sort of investigation now being conducted by the Aslib indexing project at Cranfield as to the efficiency of retrieval systems. But more than helpful order needs to be considered here, of course. The efficiency of the notation, the use made of the A-Z index, the form of this latter (whether tailor-made for the collection, or simply the printed index to the schedules). Kelley's method of approach is useful here; but care would be needed not to repeat some of her erroneous assumptions (e.g. that in a scheme like the Decimal or Library of Congress the Zoology class number for an animal is a "one-place" number, covering everything on that animal).

On the general theory of classification, the Registration paper was distinguished by a concentration on details (mnemonics, form divisions, synthesis, collocation of science and technology) and the Final paper on a broader, comprehensive view (the Dorking conference, the work of Vickery, classification in mechanical selection). But neither paper had a question directly testing, in a practical way, the students' grasp of the mechanics of subject analysis and schedule construction, and this must be judged a weakness in otherwise very well-balanced and fair papers.

The practical application of classification was the subject of two questions in Registration, but of none in Final. Ensuring consistency in classing (Reg. Question 2) is far more a matter of following a facet formula within each class than of recording decisions and consulting indexes. The facet formula may, of course, be imposed, as B.N.B. imposes one on D.C. when the latter fails to make up its mind—e.g. deciding that Local Government systems (352.04/09) rather than Local Government problems (352.1/9) is the primary facet. Again, the importance of ensuring consistency by such means in a scheme as rich in alternatives as U.D.C. should be a point made in answering Reg. Question 6.

Registration Question 8 (discuss the methods of S.C. and D.C. to reduce schedule bulk) was perhaps the most interesting one, since it raised the popular fallacy of S.C. being a "one-place" scheme. Schedule bulk is far less a matter of providing for detailed specification than one of the degree of synthesis—whether the "distributed relatives" in the scheme are the source of repetitive enumeration or of simple instructions to divide like . . . "Every scheme is a one-place scheme for *some* subjects (i.e. it keeps everything on those subjects together in one place). In S.C. these favoured subjects are "concretes" such as Rose, or Coal, and aspects such as the mining, the chemistry, the economics, etc., are all collected under the concrete. In the D.C., the favoured topics are the opposite—the subjects called "general standpoints" by Brown, e.g. Economics, Mining engineering, Chemistry, Chemical technology. The relevance of this to Question 8 is that in the D.C. the "distributed relatives" are usually enumerated anew in each different context; so Coal will be found listed at 622, 553, 338, 660, etc. But in the S.C., distributed relatives are *not* repeated (enumerated); they are given once in the schedules proper and once more in the Categorical Tables (e.g. L100 Economics; .760 Economics)—but that is all. Hence the greater economy of the S.C. schedules. But neither scheme is entirely consistent in following this procedure.

## CATALOGUING THEORY—

### Registration A (ii) and Final 4 (c).

Both in Registration and Final the papers were very fair, giving little cause for complaint. But in both cases, subject cataloguing, the most difficult, yet in many ways the most important part of cataloguing was tested directly by only one question. It is true that nearly all problems of subject cataloguing, particularly at advanced level, overlap those of classification. Their neglect here rather spoils what were otherwise well-balanced papers, especially the Registration one.

The general differences were the expected ones. In Registration, an emphasis on concrete rules and situations; in Final, an assumption of extensive knowledge of and reflection on codes and policies.

In Registration a commendable feature was the examiners' insistence on concrete examples for every point. In two questions, the answers required quite specifically two or three examples as a basis. One, asking for the main entry for a concerto, a film, etc., showed this approach to that very regular feature, a question on special materials. So students should be forearmed with actual examples for all major cataloguing problems; one way of doing this is to memorise more or less a handful of the titles catalogued as practical work prior to the examination.

Two questions on the difference between entries in permanent catalogues and those in bulletins and reading lists (and this is the main content of the problem of annotation) reflect the assumption that local cataloguing, in Public Libraries at least, is becoming more and more a supplementing the centralised service. The implication of such recurrent questions is that students should be continually on the look-out for examples from these borderlands of cataloguing, noting their style and content, and forming their own opinion as to their success and desirability. In examination technique, Question 2 serves to emphasise how the student must carefully examine the exact wording in order to extract the examiners' intent. This will often give at the same time a framework for an answer—e.g., he should recognise "nature" as reflecting its partiality or otherwise, its information content (authorship, subject) etc., its "form" as reflecting its layout and arrangement (not necessarily according to the A.A. Code) and its "content" as reflecting its fullness in description and annotation.

Students should be constantly aware of the ubiquitous impact of a centralised service, and Question 3 (B.N.B.s system of subject cataloguing) should have been agreeable to any reasonably prepared student. The policy of close classification, the use of "verbal extensions" to implement this, of feature words to assist the display of relations and sequence in the classified file, and of chain indexing should all be familiar. Incidentally, one well chosen example could demonstrate all these features.

If we include the A.L.A. Filing Rules as a standard, no less than four questions were on Codes. The phrasing of Question 10 was a pointer on how to reply to any simple question on rules—i.e. show your understanding by *summary, comments and examples*. Question 7, on corporate authorship, was the most interesting question here, airing at last an important cataloguing problem relatively neglected in Registration for many years. The textbooks are notably inadequate on this point and students should have been to the Rules themselves to find out the historical situation.

The concept of corporate authorship was introduced by the B.M., but only received explicit statement in Cutter. Whilst the B.M. generally entered unofficial bodies under the place of their H.Q. and placed them in a separate catalogue, Cutter's main rule was to enter corporations and quasi-corporations, as he called them, under their names. But he provided numerous exceptions to this rule and these must have been in the mind of the A.A. Committee when it hardened the distinction into a formal one between Societies and Institutions, based on the concept of organisations involving distinctive buildings and equipment (e.g. Zoos) requiring entry under place. "General treatment" here would include important subsidiary problems—e.g. of sections, divisions, etc., subordinated to the major body; of reports not by an official and of the use of form sub-divisions, such as Statutes, Charters, etc.

The Final paper was an uninspiring one. Questions on the history of printed catalogues and on 15 tools for a cataloguing department were perfectly straightforward. The construction of a subject index to a classified catalogue is now a well-documented part of cataloguing, and the question on it reflects, perhaps, a growing awareness of the importance of this frequently weak link in the cataloguing service. But this straightforward question exhausted the theme of subject cataloguing, unless Question 7 (describe two American codes) were used to discuss the principles of alphabetical subject cataloguing in Cutter.

Question 3, ostensibly on the problem of annotating simplified entries for the general reader (and doubts as to who he is and what he wants underlies much of the literature on cataloguing) offered a nest of Chinese boxes to the tenacious candidate. The whole problem of simplified cataloguing, the cost of feasibility of annotation, its necessity or otherwise in a closely classified or subject-analysed catalogue—all these required consideration in terms of the candidate's own experience of catalogue use.

Of the three questions on codes, 4 and 8 presented a close link to the discerning candidate (although, of course, each answer should always be entirely self-contained). Cutter's statement in 4 provides, in Author and Title work, the analogy of the classification problem of locating and relating. Are the objects of the catalogue simply to locate individual items, or also to connect, preferably in one place, a group of related works (in this case, related by common origin)? And if they are both objectives, which has precedence when they clash? This is the underlying problem in Question 8 (another quotation from Cutter).

The relating of all the works of an author under one standard heading calls for consistency in heading which may clash with the easy and direct finding-list principle; e.g., the latter suggests entry of pseudonymous works sometimes under real name, and sometimes under the pseudonym; or, the entry of periodicals, or of corporate bodies, under successive names. The principle of the sought heading suggests, also, that author and title cannot be consistently regarded as the basis for main entry. For maps, for example, the subject or place is obviously the sought heading.

Cutter's empirical approach has come under fire from Lubetzky and others who hope to find in a logical approach a better basis, all told, than the convenience of the public. For example, most cataloguers accept the need for a uniform title for anonymous classics, as they accept "conventional titles" for music scores. Consistency suggests that this should apply to all anonymous works. But whilst the consistency of practice in "following the title-page" results in complete inconsistency in the finished product, strict adherence to the rule of always establishing, say, the legally correct form of name makes plenty of work for the cataloguer.

Nowhere is the problem of consistency and public usage more difficult than in corporate authorship. The failure of the A.A. Code to make a consistent distinction between societies and institutions is seen in its exceptions to exceptions; but Cutter's principle of entering under place in absence of a distinctive name is no more successful. Present opinion seems to be in favour of consistency and of entering always under name, although the principle of "inevitable association" of some bodies (e.g. Chambers of Commerce) with a place cannot be ignored.

## PRACTICAL CLASSIFICATION AND CATALOGUING—

### Registration A (iii).

This was one of the most difficult practical papers in recent years. Descriptive cataloguing, now confined to the two titles needing full cataloguing, offered no problems. But the problems of entry—i.e. heading, including classification—were many.

#### *Author and title headings.*

Q. 5. The correspondence of the three Howard sisters was clearly joint-

authorship; but the forms of names to adopt were much less clear. The title page suggested three married women; but the notes referred to letters by "Harriet and Georgina Howard to Caroline," implying that they were written when single. But the likelihood is that the letters were written when the sisters were not together—i.e. were married. A golden rule in this examination is that when in doubt the easiest way should be taken. Here, then, assume married women are the authors and that this was their first venture in authorship. Now, Cutter 214 is the answer to the style to be followed; but the examiners carelessly omitted to give the exact rank of Lord Dover, so that Georgina might be anything from Dover, Georgina, *Baroness* to Dover, Georgina, *Marchioness*. The student is advised to choose one and add a note: "[assuming her husband was a Baron]."

Q. 6. Here, "Bulletin No. 176" implies a series. But what is its title? If just "Bulletin" it could be ignored. But a cautious student might give a reference: Ministry of Agriculture Bulletins *see* Great Britain. *Agriculture, Fisheries and Food, Ministry of*.

#### *Classification.*

Q. 1 and 2 together demonstrate neatly a major distinction when classifying by any scheme other than Brown—i.e. between the know-how of a job or activity (its technology) and the economic and social organisation of that job or pursuit. So *Travel trade* was the latter (338.4791) and *Atomic energy industry* the former (621.48). The last number (from 16th edition) is a reasonably precise one. The use of the new 16th ed. of the D.C. is likely to make classes 500 and 600 more prominent in the practical examination, since it at least remedies the fruitful inadequacies of editions 13 and 14 as to sheer out-of-dateness.

Q. 4 tested the general knowledge of the student and the clarity of the schedules; but doubt was likely to remain. The evidence of authorship (G.E.C. Valve Department) and annotation pointed to 621.38151 (but the American term "electron tube" is used rather than valve); 621.389 is also acceptable, but does not give the keywords "Valves" and "Circuits" as does 621.38151. Between two reasonable numbers, the one which produces the best index entries is likely to be correct.

Q. 5. The vagueness of the subject matter points to *Biography* as the containing class. But whether the sex of the writers was more significant than their blue blood would decide between 920.7 and 923.2.

Q. 7 on the psychology of middle-aged man, is a clear example of the fundamental problem of citation order (reflecting the order of application of characteristics of division in the subject). Whether division by sex should precede division by age decides whether it goes under *middle-age* (135.2) or under *men* (136.16). By analogy with 136.7 (where the D.C. collects all aspects of *child psychology*) age is the more important. Students should always follow existing facet formula in a schedule if there is one, whether explicitly stated or implicit (as here).

Q. 10. A comprehensive study of the Potato raised the *bête noire* of classifiers—the book which cuts across the pattern of the schedules. Only Brown, with his one-place-for-concretes plan, provides neatly for such a work as this. Students should try to pin down the major approaches. Here, the preface refers to "two primary problems"—the history of the potato as a cultivated plant (giving 633.49109) and its social significance in man's diet and economy (641.3521). An 8-page chapter on the industrial uses of the potato could safely be ignored as too brief and too vague. It is worth noting that the Dictionary Catalogue tends to collect together aspects of a "concrete," whereas the Classified File will scatter them (reflecting the classification system). So the subject heading for this would be simply *Potatoes—History*.

#### *Subject Cataloguing.*

The central problem here is to produce entries and references which utilise all the keywords likely to be used by readers searching for the subjects in the catalogue. One method whereby students can guard against omitting any key-

word is first to list them, drawing on the title and notes and their own knowledge of the reader's approach. Having done this, the keywords must be brought to the front in individual subject headings (which may be references) or index entries, according to the rules of the game; i.e., subject headings should conform to the style of Sears (as far as possible) whilst index entries should be obtained by chain procedure. This should also assist classification. For example, in Q. 6, having decided that the keywords are *Records, Accounts, Farm, Management*, the class number 631.16 is seen to be the only one giving all these in a direct chain.

For the Dictionary Catalogue, the problem in the examination is probably more difficult, for Sears frequently fails to give some of the keywords. Where she gives them all, simple copying suffices (as in Q. 8, 9 and 10). But where improvisation is necessary, then the problem is: (i) to establish a direct and specific subject heading which is consistent as far as possible with similar entries in Sears; (ii) to link up the improvised subject heading as soon as possible with the more general ones to be found in Sears. For example, Q.7:—

Subject Heading: Middle-age in man.

References: Psychology *see also* Middle-age.

Age *see* Middle-age.

Man *see also* Middle-age in men.

Men *see* Man.

An example of indexing, showing verbal extensions, for Q.4:—

Design in special subjects *see* subject

Audio frequency amplifiers: Electronics .. 621.38151 [1]

Amplifiers: Electronics .. 621.38151 [1]

Valves: Electronics .. 621.38151

Circuits: Electronics .. 621.3815

Electronics: Engineering .. 621.381

Communications: Electrical engineering .. 621.38

Electrical engineering .. 621.3

Engineering .. 620

Technology .. 600

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## ORGANISATION AND ADMINISTRATION—

### Registration C (vi) and Final 2 and 2 (a).

I faced these Administration Papers first, immediately after emerging from the confinements of F.P.E. marking. The many warnings in these pages that failures are often due to the misreading of questions, seem, by this years marking, to have had effect. With this in mind it was perhaps natural that my inspection of the Registration and Final papers was, in the first instance a study of the construction of the questions, for although students at these higher levels are generally more careful in their reading of the questions, not all seem to realise the following:—

- (1) that where a question is clearly in two or more parts the examiner will have apportioned marks for each separate part, some assessment of which the student should be able to make. It is wise therefore to ensure that each part is answered and that a fair apportionment of time and space is made.
- (2) that where a topic has several aspects, in these papers it will be the *administrative* aspect which will be demanded (or expected) e.g. Reg. Q's, 1, 5, 8.
- (3) that an ignoring of vital words will seriously affect the marking, e.g. Reg. Q's 1 & 5 "Discuss", and Q. 9 .... the pros and cons: Final part 2 (a) Q. 1 "draft a report" signifies that an essay will not earn a pass whatever it contains. Similarly Q. 5. I wondered if any student

failed to notice the important word "*neighbouring*" in Q. 2 of this paper, and if so perhaps hurtled into an account of the recently described Holborn and Derbyshire County Scheme. Did others restrict their answers in Q. 3 by mentally inserting "national" before "inter-lending" and "public" before "libraries"?

(4) that attendances at branch and section meetings, conferences (or the reading of the proceedings) are of utmost value, e.g. Reg. Q. 2 was dealt with by Mr. Wells himself at a London and Home Counties Conference; for Q. 10 attendance at the G.L.D. meeting this year at Leytonstone with its exhibition of display methods and the earlier conference at Finchley on the same subject would have been invaluable.

The Registration paper appeared to me to be a balanced one with no real cause for complaint except, perhaps, from those persons working in the libraries of firms and organisations. Only one question was particularly applicable to their field.

The two Final papers seem not to warrant criticism either and are surely well-balanced over the syllabus. Those who anticipate history questions and "mug up" the facts would have been well served, although the examiner's own text book would not have provided enough information to enable ten minutes hard writing on each name.

Q. 5 in the First Paper demanded a wide understanding of the levels of professional education in various countries—Germany, Denmark, India, Australia and Ghana it is suggested, in addition to the considerable detail regarding America and Britain.

Hertfordshire County is a good service to know a lot about, for not only Q. 8 specified this authority but a knowledge of its co-operation with St. Albans, Finchley and Hendon would have been valuable for answering Q. 2. (Sussex would also have been a good example with West Sussex and East Sussex as the counties, and Brighton, Hove, Eastbourne and Worthing as the municipal authorities). A knowledge of the Brighton Conference paper by Mr. Wright (Herts. Co.) would have been of great assistance with Q. 8.

Q. 3 strikes hard against those librarians who would have us believe that "they leave all that to the Treasurers!" Mr. Corbett's new book on "Library Finance" due out soon will be invaluable to all tutors and students, for there is virtually nothing now on modern accountancy practice for libraries.

In my view Q. 5 would be marked as critically on the student's ability to present an intelligent, logical *report* as on the matter it contained. Ability to do this quickly as demanded by an exam. comes easily only after years of practice, so that it is a stiff but necessary test for all who are "cleared" by this Final exam. for chiefships.

As regarding subject matter, points which may be helpful to students sitting Registration are:—

Q. 1. "Discuss" here would require the student to assess difficulties with the storing, preservation, availability to readers, etc. of certain types of micromaterial, after having dealt with selection, organisation, cataloguing, etc., e.g. the problem of control of humidity in storing transparencies. I consider also that the problem of "use justifying expense" should be tackled as well as the fact that some important material is, or will only be, available in micro form, e.g. International Geophysical Year documents only on microcard.

Q. 3. The important second part of the question should speak of speed, the essential, being achieved by reducing the number of channels, wider subject specialisation, and avoidance of duplication of effort. Those familiar with the Metropolitan Schemes in their present form after ten years' working should have no difficulty in this. The Vollans Report and the L.A. memorandum to the Roberts Committee are also important here.

Q. 5. The similarity of *administration* of a County service and of a large municipal system with Central, District and Branch libraries, service centres and perhaps a mobile library should be made apparent. The principal dissimilarity is the different geographical relationship of reader to library with the greater

emphasis on lending in the County (no large Central Reference Library). Circulation of stock and the need for more location records in the Counties could be mentioned as well as the administrative difficulties in staffing small centres in the County service.

Q. 6. Dealt with separately.

Q. 7. This may vary from county to county, but the larger counties usually have the Regional H.Q. controlling an area both urban and rural by a number of branches, and by its own mobile. It will be responsible for its own staffing of the region, its stock and much of its book selection. There will be a Regional committee—meetings of which the County Librarian (or Deputy) will attend as well as the Regional Librarian. Major policy will be directed from H.Q. A very senior member of the County H.Q. staff is usually responsible for the liaison work between all regions and the County H.Q.

Q. 8. I think that "purchase" means *after* selection and answers should therefore commence with the ordering. If the examiner has been thinking in terms of a department run by a "Head of Bibliographical Processes," then I should have expected to see "selection and purchase" in the question. The phrase "all books" and not "new books," however, almost suggests stock editing duties, but was perhaps included to ensure that candidates did not ignore the important tasks of tracing copies of out of print books.

Q. 9. The Drewery pamphlet and the recent Clough book give everything needed here.

Q. 11. The two main parts here are (a) the size of the university which, if ranging over a considerable area, may need to have departmental libraries, e.g. History, Physics, English, in addition to the main library—in order to prevent long time-wasting walks between departments and the Central Library—and (b) the fundamental plan for the library which may be on the circular plan, like Leeds, with books all round the readers—or like Liverpool with readers and books remote from each other and separated by the service counters.

Q. 12. Universities try to push out the boundaries of knowledge and a large percentage of the book fund is spent on post-graduate research material for the use of the university staff who, out of tutoring time, become students themselves. Technical colleges are dealing with the application of skills in the technological fields and do not concern themselves so much with research as a university library, or for that matter, the library of a specialist firm.

Technical college libraries would appear to have greater needs for co-operation with Public Libraries than do University Libraries, and this may affect hours of opening, etc. Technical college students, in their first year certainly, require the help and direction in their reading which is always obtainable at the public library.

Q. 13. The subject of Richnell's paper at the recent London and Home Counties Conference.

Q. 14. The extension of the Librarian's functions makes him an obvious choice as Information Officer for the authority. It is obviously the best solution, for he is backed by the full resources of his library, as no Town Hall or other Information Office can be. Collison's book "Information Services," is of value here, but the answer to this question is perhaps best contained in an F.L.A. thesis on the subject.

Q. 15. "Within easy reach" is important. This signifies a library of some size capable of accommodating a number of people at the same time seated with plan tables, etc. as well. Special attention to shelving and filing periodical literature; plenty of equipment to enable vertical and lateral filing and micro equipment.

Q. 16. Suggest that the Ministry of Local Government and Housing, the Board of Trade and the Colonial Office are likely to be most favoured for writing about in detail. The Ministries of Education, Health, Agriculture and Fisheries, would justifiably make up the 6 required. "Know your Ministry" a useful publication here.

Q. 6. *What are the functions of the Chairman of the Libraries Committee and what should his relationship be to the Chief Librarian?*

"The functions of a chairman are the same as the piece of parsley that is placed on top of a fish." *Public Service.*

This might not be the answer for which the examiners were searching, but it does point the way to the correct perspective in which the part of Chairman should be viewed. Many examiners (not only in L.A. exams.) seem to believe that the office of chairman holds some special power and authority which can be wielded, according to the will of the holder, to do great benefit or harm to a department and/or chief officer.

Strictly speaking, a chairman has no greater power than any member of a committee, except at meetings of that committee when of course he takes the chair and presides over the deliberations.

Savage (*The Librarian and his committee*), Gardner and Corbett have written about "the Chairman" in our library literature, and J. H. Warren (then Secretary of Nalgo) wrote well of this, too, in describing municipal administration, but my comments here are not drawn from any of these writers (though students are certainly commended to them), but from my own practical experience. For clarity and ease of assimilation, these are set out in tabular form below:—

*His functions.*

(a) in Libraries Committee

- (1) to preside over all meetings of the Libraries Committee.
- (2) to ensure at these meetings that full discussion is permitted, that motions are properly moved and seconded, and amendments dealt with, all in accordance with proper procedure for conduct of meetings. (The Town Clerk, or his representative, is usually present to advise on this if necessary and on any legal points which may arise, e.g. bye-laws and regulations, summonses for overdue books, etc.).
- (3) He should also ensure that the Committee's wishes are clearly framed as resolutions for incorporation as a permanent record in the Minutes.
- (4) To sign the Minutes of the previous meeting(s).
- (5) To sign the Requirements book after all items have been approved by the Committee.
- (6) He *may*, but not in all authorities, be required by his Council to approve all items for inclusion on the agenda of his Committee meetings.
- (7) He is usually responsible for presenting the Annual Financial Estimates for the Libraries (prepared by the Chief Librarian) to the Libraries Committee.
- (8) He is usually the Library Authority's institutional representative to the L.A., attending L.A. Conferences on behalf of the Council.

(b) in other Committees and in Council.

The Chairman may sit on other Committees as an ordinary member, but it is usual for him to be on the Establishment Committee and the Finance Committee in his capacity as Chairman of a Standing Committee. If not actually elected to these Committees, he will usually be asked to be in attendance if a Libraries matter is on the agenda.

At Council meetings the Chairman will be required to "move the acceptance" of the Public Libraries Committee Report and to reply after any debate upon this Report.

He will also have to answer questions asked in Council by any other member which relate to Public Library matters, not necessarily within the Report presented.

(c) in "other places."

It is usual nowadays in party local government for the political parties each to have their "policy" and "group" meetings. Policy is usually determined by a private committee under the chairmanship and vice-chairmanship of the leader and deputy leader of the party and consisting of all the various chairmen. "Group" is a meeting of all the Councillors of that political party and usually discusses the Council agenda. All differences are aired here, behind closed doors, so that a united front is presented in Council meetings. The Chairman has therefore to win any major battles here without of course having the support of his Chief Officer.

(d) at other times.

It is here that confusion frequently arises, for the Chairman has no real power to issue orders *off his own bat*. In an emergency between committees he may be asked to give authority for action to be taken, but that item will have to be reported at the next meeting for committee approval. This occurs mainly during the summer recess.

*His relationship to the Chief Librarian.*

- (1) Because of all the facts stated earlier, it is essential that there should be mutual respect and trust between Chairman and Chief; each certain that they are both striving for a better library service.
- (2) There should be frequent private meetings between them to determine the course of action one or both should take.
- (3) Just as the Chairman is responsible for *policy*, so is the Chief Librarian responsible for *administration*, and the Chairman ought not to interfere in this.
- (4) From these three points above it will be seen that a close relationship between Chairman and Chief will enable the latter to present ideas for improvements to the library service before the Chairman, convincing him of the wisdom of his suggestions. This leaves the Chairman to prepare the ground at Group and Policy meetings.
- (5) Most Libraries Committees now give power to the Librarian to purchase books and do not insist on keeping book selection as one of their tasks; but even where the Librarian has this power, a close relationship with the Chairman will enable him to obtain support for the purchase of expensive or specialised items.

H. WARD, *Borough Librarian, Stepney.*

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